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AN ANALYSIS OF IN-CLASS BEHAVIOR OF GOOD LANGUAGE

LEARNERS AT GAZİANTEP UNIVERSITY

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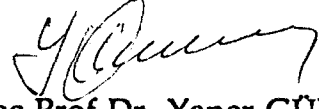
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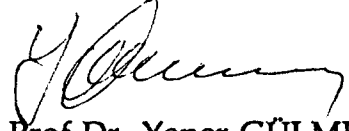
February, 1992

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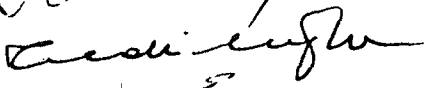
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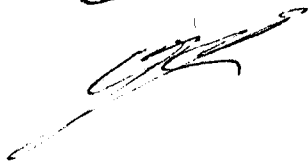
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ABSTRACT

AN ANALYSIS OF IN-CLASS BEHAVIOR OF GOOD LANGUAGE LEARNERS AT GAZİANTEP UNIVERSITY

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This thesis aims at analysing in - class behaviour of good language learners in Foreign Language learning in preparatory section at Gaziantep University. The problem, the purpose and the scope of the study are included in Chapter I. Furthermore a brief view on the background to the study is given and hypotheses are put forth within the scope of this chapter. Chapter II presents a brief review of literature. Chapter III deals with the characteristics of the subjects, the questionnaire and the student evaluation form as research tools. Brief information about the textbooks, language laboratory and teachers is also presented in this Chapter. Data collection is included in this chapter. Chapter IV deals with methodology and data analysis. The fifth chapter presents the findings concerning the relations between the variables. This chapter includes the discussion of results and comments on the findings. Chapter VI presents a summary of the study and conclusions.

This thesis includes 5 appendices; 22 tables, and 12 figures.

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ÖZ

GAZİANTEP ÜNİVERSİTESİNDEKİ BAŞARILI DİL ÖĞRENCİLERİNİN SINIF İÇİ DAVRANIŞLARININ ANALİZİ

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Bu tez Gaziantep Üniversitesi Yabancı Diller Bölümündeki başarılı dil öğrencilerinin sınıf içi davranışlarını incelemek amacıyla yapılmıştır. Sorun, amaç, evren ve örneklem, denenceler, sayıtlar ve sınırlılık Birinci Bölümde verilmiştir. İkinci Bölüm edebiyat taramasını içermektedir. Üçüncü Bölüm deneklerin ve araçların açıklandığı bölümdür. Dördüncü Bölüm yöntem ve verilerin analizini, Beşinci Bölüm bulguları ve değişkenler arasındaki ilişkileri, Altıncı Bölüm de sonuç ve yorumu vermektedir.

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LIST OF SYMBOLS

G.L.L.	Good Language Learner
P.L.L.	Poor Language Learner
L ₂	Second Language
L ₁	Native Language
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language

CHAPTER I

INTRODUCTION

1.1 Background to the Study

The need for the research on good language learners arises from practical interest in finding better ways to help the poor learners by explaining some of the good learners' strategies to them. All forms of language teaching can be greatly improved if there is a better understanding on the part of the language learner. What is happening to learners in language classes? Why is it that some are successful and others fail? (Naiman, 1978 : 5)

Some years ago, Carroll (1967 : 94) suggested that biographies of individuals speaking more than one language might contain clues to the conditions of successful language acquisition. From such suggestions the idea of studying good language learners gradually developed in the early seventies.

Rubin (1975 : 41) states that the differential success of second / foreign language learners suggests a need to examine in detail what strategies successful language learners employ. In addition to the need for research on this topic, it is suggested that teachers can begin to help their less successful students improve their performance by paying more attention to learner strategies already seen as productive.

As noted in Wenden (1985 : 186) the need to help second language learners become competent not only as users, but also as learners of their second language, is an ideal that has been advocated by a number of second language teachers and researchers.

For example, Oskarsson's monograph on self-assessment (1978) provides techniques and methods for helping learners to evaluate their language proficiency. Holec (1980,1981), Dickinson and Carver (1980), and Dickinson (1982) have analysed what is entailed in self-direction, that is, the skills necessary to manage one's learning. Rubin and Thompson's guide, "How to be a more successful language learner" (1982), provides language learners with knowledge about the nature of language and communication process as well as about personal factors that can facilitate learning. They also describe strategies which they urge learners to use to process language input. Wenden (1986) describes materials and procedures that may be used

to help students become more aware of their beliefs about how to approach language learning.

From these studies, it seems that successful language learners who employ a wide variety of strategies will lessen the difference between the good language learner and the poorer one. (Rubin, 1981 : 17)

1.2. Purpose

The purpose of this study is to identify the relationships between certain in - class behavior of students and their foreign language achievement. Teachers' opinion of the strategies used by students while being engaged in the learning process in class and self-analysis of the in-class strategies used by the learners in the Preparatory Section of Gaziantep University will be used to list the characteristics of good language learners.

In 1975 Rubin conducted a study which focused on the strategies of successful language learners. Her assumption was that once identified, such strategies could be made available to less successful learners.

If we can identify the differences between both good and poor learners, we might, at a later stage, try to help learners with learning difficulties develop ways of overcoming these difficulties. In other words, we may teach learners how to learn.

Therefore, the aim of this study is to examine good and poor language learners in detail, and differentiate some of the strategies used by both types while learning foreign languages.

1.3. Problem

The Preparatory Section functions as a service department and offers courses in English to all departments of the Faculty of Engineering.

The students take a proficiency test in order to be exempted from the one year preparatory English language course at the University of Gaziantep. If they fail, they take the preparatory course, during which they are exposed to 6 hours of English a day, five days a week, including an hour a day of laboratory work. The course is mainly concerned with General English, with some emphasis on English for Specific Purposes. After a year of study in Preparatory Section, they are evaluated on the basis of their language proficiency.

It has been observed that even though the students in the course are exposed to the same input, some of them are more successful than others.

The major focus here is on the analysis of some characteristics of the learner and his learning behavior. The study starts off with the fact that some learners are more successful than others. (Naiman, 1978 : 3)

The problem, therefore, appears to be this : do good learners tackle the language learning task differently from poor learners, and do learners have certain characteristics which predispose them to good or poor learning ? In other words, what can be learned from the good language learner ?

1.4. Scope

As the purpose of this study is to examine and identify in-class behavior of good language learners in the Preparatory Section of the University of Gaziantep, all the preparatory students of 1990 - 1991 academic year were taken into consideration.

It became evident that strategies of successful language learning could not be identified in isolation from other learner characteristics and learning situations. In addition, language learning behavior had to be observed directly and reported by teachers. Therefore, teachers' views of classroom behavior related to all students were identified by means of a " Student Evaluation Form " In this case respondents were asked to evaluate each student on the basis of fifteen specific strategies, which were determined after informal interviews with language teachers and educators.

In order to gain as much information as possible about the subjects, a detailed questionnaire of individual students was considered worthwhile. (Lalonde , 1989 : 18) It was designed to get information on students' own perception of how they utilize the strategies mentioned above in foreign language learning.

Therefore, 360 preparatory students divided into 14 sections were chosen and were classified as being good or poor learners on the basis of the first term achievement scores.

1.5. Hypotheses

Within the scope of this study it is hypothesized that there would be significant differences between the in-class behavior of good and poor language learners. The following in-class behavior was investigated in relation to the good language learner :

1. The good language learner is a willing and accurate guesser,
2. He has a strong drive to communicate,
3. He practises,

4. He is willing to appear foolish, to make mistake in order to learn and to communicate,
5. He is prepared to attend to form, constantly looking for patterns,
6. He monitors his own speech and the speech of others,
7. He attends to meaning,
8. He performs a good level of competence,
9. He initiates conversation with his friends,
10. He is a good listener.
11. He seeks additional opportunities to communicate in his second language.
12. He joins pair / group work activities voluntarily,
13. He actively involves himself in the language learning task, and raises his hand voluntarily.
14. He is a hard worker.
15. He never forgets to bring the necessary material to the class - room.

1.6. Definition of Terms

Competence : the degree to which the language user has mastered the linguistic code, including vocabulary, grammar, pronunciation, spelling, and word formation. (Oxford , 1990 : 9)

Communication : a mutual exchange between two or more individuals which enhances cooperation and establishes commonality. (Oxford , 1990 : 8)

L.Learning : a conscious process which results only in " knowing about " the language. (Harmer,1989:32)

Strategy : a particular method of approaching a problem or task ; a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information. (Gagne, 1977 : 81) Strategies are "techniques", "tactics", "potentially conscious plans", "consciously employed operations", "learning skills, basic skills, functional

skills" , "cognitive abilities", "language processing strategies" , problem solving procedures' (Rubin , 1975 : 41)

Learning Strategy : a method of perceiving and storing particular items for later recall. (Naiman, 1978)

1.7. Limitations

The findings of this study are limited by the sample taken exclusively from the Preparatory Section.

1.8. Assumptions

In the study, it is assumed that, the tools used in analysing the in -class behavior of learners are valid and reliable and the answers given by the subjects to the questions in the questionnaire are accurate and genuine. Neither learner factors such as intelligence, age, sex, aptitude, nor instructor and instruction factors were taken into consideration. The focus was on the in-class behavior of the learners.

CHAPTER II

REVIEW OF LITERATURE

2.0. Presentation

Interest in the learner and learning is not new. Teaching implies a theory of both. But one of the weaknesses of language learning theory in the past has been the paucity of any direct investigation. Instead, theorists interpreted second language learning in terms of general learning theory without verifying whether, or to what extent, this theory really applied. (Naiman , 1978 : 1)

Since the early seventies, research concerns in the field of second language learning and teaching have shifted from the methods of teaching to learner characteristics and their possible influence on the process of acquiring a second language. Considerable work has been done in the last few years, as a number of recent writings show (e.g. , Jakobovits , 1970 ; Oller and Richards , 1973 ; Brown , 1976 ; Rubin , 1981 ; Oxford , 1990)

2. 1. Learning and Acquisition

Learning is now regarded as essentially an active process ; it is not a passive absorption of knowledge, not the mere reading of books or listening to lectures. True learning is an enrichment of experience.

More technically, learning is defined as modification through experience, the acquisition of behavior patterns, the modification and coordination of the responses of organism, and so forth. (Barnes, 1970 : 82) Such definitions reflect the physiological or objective bias of modern psychology. However, in learning there is an organism in interaction with its.

Brown (1980 :17) states that second language learning involves complex cognitive processes that consist of many types of learning, and every individual utilizes a variety of strategies and styles in order to master the language. It is important to understand these processes so that you can teach effectively.

2.2. Types of Learning

In his work on the conditions of learning, Robert Gagne (1965) demonstrated the importance of identifying a number of different types of learning which all humans use. Types of learning vary according to the context and subject matter to be learned, but a complex task such as language learning involves every one of Gagne's types of learning from simple signal learning to problem solving. Gagne (1965:58-59) identified eight types of learning:

1. Signal learning : The individual learns to make a general diffuse response to a signal. This is the classical conditioned response of Pavlov.

2. Stimulus-response learning : The learner acquires a precise response to a discriminated stimulus . What is learned is a connection or an instrumental response .

3. Chaining : What is acquired is a chain of two or more stimulus-response connections. The conditions for such learning have also been described by Skinner.

4. Verbal Association : Verbal association is the learning of chains that are verbal. Basically , the conditions resemble those for other (motor) chains. However the presence of language in the human being makes this a special type because internal links may be selected from the individual's previously learned repertoire of language.

5. Multiple discrimination : The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree. Although the learning of each stimulus-response connection is a simple occurrence, the connections tend to interfere with one another.

6. Concept learning : The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects or events.

7. Principle learning : In simplest terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience.

8. Problem Solving : Problem solving is a kind of learning that requires the internal events usually referred to as "thinking". Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events. The second language learning process can be rather efficiently categorized and sequenced in cognitive terms by means of the eight types of learning. Signal learning generally occurs in the total language process. Stimulus-response learning is quite evident in the acquisition of the sound system of a foreign language in which the learner makes closer and closer approximations to native like pronunciation. Chaining is evident in the acquisition of phonological

sequences and syntactic patterns. The fourth type of learning involves Gagne's distinction between verbal and nonverbal chains and is not really therefore a separate type of language learning. Multiple discriminations are necessary particularly in second language learning where, for example, a word has to take on several meanings, or a rule in the native language is reshaped to fit a second language context. Concept learning includes the notion that language and cognition are inextricable interrelated, also that rules themselves - rules of syntax, rules of conversation - are linguistic concepts that have to be acquired. Principle learning is the extension of concept learning to the formation of linguistic system in which rules are not isolated in rote memory but conjoined and subsumed in a total system. Finally, problem solving is clearly evident in second language learning as the learner is continually faced with sets of events that are truly problems to be solved. Solutions to the problems involve the creative interaction of all eight types of learning as the learner shifts and weighs previous information and knowledge in order to correctly determine the meaning of a word, the interpretation of an utterance, the rule that governs a common class of linguistic items, or a conversationally appropriate response.

2.3. Concepts of Language Learning

A brief re'sume' of some of the main concepts in language learning may be helpful to produce a better understanding of language learning and learner. Following Gardner (1975), Hatch and Warner - Gough (1976), and Schumann (1976) ; Naiman identified six principal concepts: (1978:1)

1. Context
2. Learner
3. Second Language Teaching
4. Second Language Environment
5. Learning
6. Outcome.

Figure 1 illustrates these six concepts in relation to one another. Investigators are interested in establishing the important variables within each, and their relationships to one another and eventually to the learning outcome.

In this study, Naiman (1978:2) has adopted a certain model of language learning. This model is intended to make explicit the interaction of various concepts and of variables within them that may be assumed to contribute to the successful learning of a language or that might account for the failure to learn. As Figure 1 indicated, learners find themselves in a certain socio-linguistic context. Teachers and observers of language teaching

know intuitively that the social, political and linguistic context of teaching and learning has a major influence on the learner, particularly on his attitudes and motivations.

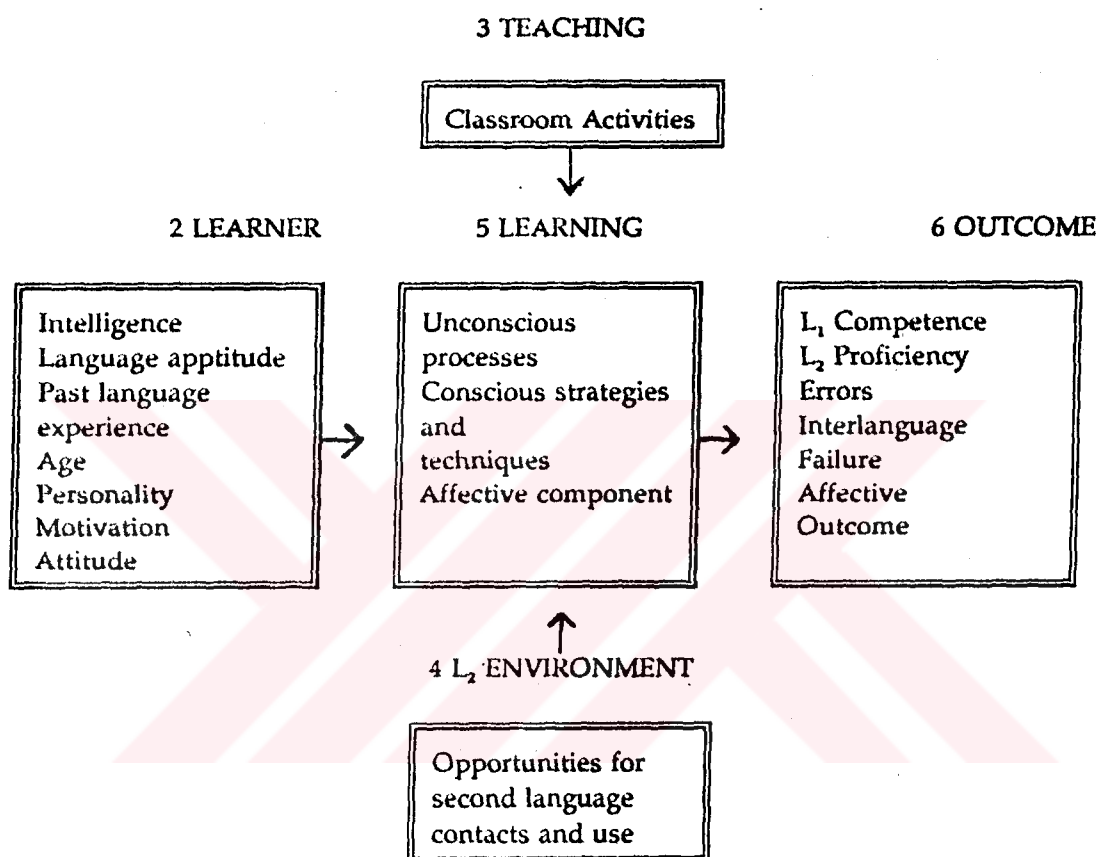


Figure 1. Model of the Second Language Learner and Language Learning
1978 : 2)

(Naiman,

The learner characteristics that are likely to affect language learning besides age and previous language learning experience, include;

- a) Cognitive factors, such as intelligence and language aptitude,
- b) Personality factors and cognitive style,
- c) Attitudes and motivation.

The learning process is stimulated either deliberately by formal teaching in a language class or naturally by the informal L₂ environment and sometimes by both. In class the learner is usually taught the language as a code, it is the forms of the language that are learned. In the L₂ environment the learner communicates with native speakers in a natural context, the language is learned by functional use. It is of great importance to find to what extent good learners benefit in the long run from the informal or free learning in the L₂ environment, in which language use is functional, and to what extent they benefit from formal classroom learning. Some recent studies (e.g., Reibel, 1971; Macnamara, 1973) have questioned the value of formal instruction, because it is "non-functional".

The learning process consists of consciously employed strategies and techniques, and unconscious mental processes. These lead to a learning outcome, a certain level of proficiency, or a characteristic language competence or interlanguage.

Naiman has aimed at identifying differences in both among good and poor learners and he has considered these two aspects to be significant:

1. Certain learner characteristics, in particular personality and cognitive style factors,
2. The strategies and techniques the learner consciously develops and employs, which are likely to influence the use of strategies and techniques and thereby, indirectly, learning outcome.

2.4. Learner

2.4.1. Learner Characteristics

Most language teachers and indeed most language learners are no doubt aware that a student's personal characteristics have a bearing on how and what he learns (Naiman, 1978:102). Thus, a student may comment on her own lack of a "gift for languages" or on his own good or bad memory. Certain variables have been the subject of earlier investigations. The students' sex (Burstall, 1974), age (e.g., Burstall, 1974). (Stern and Weinrib, 1977), educational background, and previous language learning experience are all important factors.

Among cognitive characteristics, language learning aptitude was studied by Carroll in the fifties. Two aptitude tests, one for adults, the

modern language Aptitude Test (Carroll and Sapon, 1959) and the other for children, the Elementary Modern Language Aptitude Test (Carroll and Sapon, 1967), and a similar test at the high school level by Pimsleur, the language Aptitude Battery (1966), were the result. But beyond general Verbal intelligence and language aptitude , it is believed that the learner approaches any learning task with his own individual cognitive or learning style. At the same time, it is often argued that certain personality characteristics, such as empathy or extroversion - introversion, could affect learning strategies and outcomes. Teachers are often urged to adjust their teaching methods to differences in the learning styles and personality characteristics of their students, yet it is hardly known what these differences are or the extent of their influence.

The factors of attitude and motivation have been investigated more thoroughly . Gardner and Lambert (1972:141) demonstrated their influence in a prolonged series of studies began in the fifties at Mc Gill University. Gardner has continued these investigations with his language research group at the University of western Ontario, where he developed the National Attitude Battery. While Gardner in his earlier work paid particular attention to attitudes and motives that the learner brings to the learning task, more recently, he, as well as other investigators (e.g., Burstall, 1974; ; Brown, 1973; and Schumann, 1975) has recognized other affective variables, and acknowledged that the learning process itself can change attitudes.

According to Littlewood (1989 : 53) non-linguistic factors affecting success in second language learning are grouped under three main categories: `

- . Motivation for learning,
- . Opportunities for learning,
- . Ability for learning,

. Motivation for learning

In second language learning, motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience. Littlewood (1989:54) focuses on, especially two important aspects, which are; Communicative need, and, attitudes towards the second language community, and then relates these to the distinction between "instrumental" and "integrative" motivation (Gülmez, 1982:112)

. Opportunities for learning

Littlewood claims that if a learner is well motivated to learn a second language, another important influence on the proficiency he achieves will be the quality of the learning opportunities which the environment offers. He lists four aspects of this influence:

- . The opportunities that exist for using the second language,
- . The emotional climate of the learning situations,
- . The type of language to which the learner is exposed (his "linguistic input")
- . The effects of formal instruction.

. Ability to learn

Littlewood uses "ability" in a broader sense than is often the case. Although the term is often restricted to cognitive aspects of a person's ability to learn, notably intelligence and a set of more specific language - learning abilities called "language aptitude", he uses it to refer to a broader set of factors which make some people better at learning than others. In particular he takes it to include not only cognitive factors, but also the effects of personality, age and active strategies which the learner adopts (Oller and Richards, 1973 : 77)

A useful alternative way of classifying these some factors is according to whether they are internal or external to the learner (Littlewood, 1989 : 67) Ability factors are internal to the learner whereas opportunities depend largely on what the external environment provides. Motivation results from an interplay between internal and external factors. The main practical significance of this alternative classification is that external factors can often be directly manipulated in order to help learning (e.g.by providing certain kinds of input, arranging trips to the other country, and so on). Internal factors can sometimes be influenced in a less direct way (e. g. teaching about the country may create more favourable attitudes), but it is more often a question of having to simply recognise them and take account of them as much as possible (e.g. by modifying courses to suit different levels of aptitude) (Jones, 1967:9)

2.4.2. Learner Strategies

Research on learner strategies in the domain of second language learning may be viewed as a part of the general area of research on mental processes and structures that constitute the field of cognitive science

(Wenden and Rubin 1989). To date the research has been guided, primarily, by the following general questions :

1. What do L₂ learners do to learn a second language ?
2. What do they manage or self-direct these efforts ?
3. What do they know about which aspects of their L₂ learning process ?
4. How can their learning skills be refined and developed?

The term learner strategies refers to distinct but closely related phenomenon referred to in the first three of the above questions .

First of all, according to Wenden (1989), the term learner strategies refers to language learning behaviors learners actually engage in to learn and regulate the learning of a second language. This language learning behavior has been called strategies. Information about them has been collected by observing language learners or by having them describe what they are doing while performing a learning or communication task, for example while reading, completing a cloze exercise.

Secondly, the term learner strategies refers to what learners know about the strategies they use, what is, their strategic knowledge. This knowledge is revealed in statements learners make when they are asked to think back or retrospect on specific or general aspects of their language learning, for instance when they are interviewed, complete a questionnaire, or write in a diary. In such cases, learners' reports may point to strategies they have actually used in particular category of situations, strategies they assume they have used, or strategies they think they should use.

Finally, the term learner strategies also refers to what learners know about aspects of their language learning other than the strategies they use, for example what personal factors facilitate L₂ learning ; general principles to follow to learn a second language successfully, what is easy or difficult about learning a specific language ; how well or poorly they can use the language. It is assumed that this knowledge may influence a learner's choice of strategy.

In her study, Rubin (1975) doesn't make the distinction between general strategies and specific techniques, but defines strategies as "The techniques or devices which a learner may use to acquire knowledge" (Rubin, 1975 : 45) Rubin also suggests a list of several strategies, compiled after observing students in classrooms talking to good language learners and second language teachers.

2.4.3. Good Language Learner

"The differential success of second / foreign language

learners suggests a need to examine in detail what strategies successful language learners employ. An indication is given of what these strategies might consist of and a list of several widely recognized good learner strategies is given. In addition to the need for research on this topic, it is suggested that teachers can already begin to help their less successful students improve their performance by paying more attention to learner strategies already seen as productive”.

As Rubin (1975:41) stated, by looking at what is going on inside the good language learner, by considering how he is successful, what strategies, what cognitive processes he uses to learn a language, one may be led to well-developed theories of the processing of linguistic information which can be taught to others. It is assumed that once the strategies of good language learners are identified, they can be made available and, where useful, used by less successful learners to enable them to learn a foreign language more effectively. (Hosenfeld, 1979:117)

According to Rubin, the task of observing these strategies is a complicated one because they necessarily involved cognitive processes which neither the learner nor the teacher may be able to specify. However Rubin identified (1975:15) seven general strategies of good language learners which may contribute directly to language learning :

1. The good language learner is a willing and accurate guesser. It seems that the good language learner is both comfortable with uncertainty and willing to try out his guesses. A good guesser is one who gathers and stores information in an efficient manner and uses all the clues and thus is able to narrow down what the meaning and intend of communication might be.

2. The good language learner has a strong drive to communicate, or to learn from a communication. He is willing to do many things to get his message across. (e.g. he may use a circumlocution, he may paraphrase, he may use gestures..... etc.)

3. The good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results. He is willing to make mistakes in order to learn and to communicate.

4. In addition to focusing on communication the good language learner is prepared to attend to form. He is constantly looking for patterns in the language. He attends to form in a particular way, constantly analyzing, categorizing, synthesizing.

5. The good language learner practices. He may practice pronouncing words or making up sentences. He will seek out opportunities to use the language by looking for native speakers, going to the movies or

to cultural events. He initiates conversations with the teachers or his fellow students in the target language. He is willing to repeat.

6. The good language learner monitors his own and the speech of others. That is, he is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned. He is always processing information whether or not he is called on to perform. He can learn from his own mistakes.

7. The good language learner attends to meaning. He knows that in order to understand the message, it is not sufficient to pay attention to the grammar of the language or to the surface form of speech.

There are lots of other things which the good learner does which need exploring. Rubin states that (1975:42) "The inclusion of knowledge about the good language learner in our classroom instructional strategies will lessen the difference between the good learner and the poorer one".

2.5. Research History

Investigators have applied the concept of strategy in various ways (e.g., Jakobovits, 1970; Reibel, 1971; Selinker, 1972; Sampson and Richards, 1973; Rubin, 1975).

Much of the research on learner strategies has concentrated on identifying what (self - defined) good language learners report they do to learn a second or foreign language or, in some cases, are observed doing while learning a second or foreign language (Wenden, 1989)

Research on learner strategies dates back to 1966 when Aaron Carton first published his study "The Method of inference in Foreign Language study". In this study he noted that learners vary in their propensity to make inferences and in their ability to make Valid, rational, and reasonable inferences. In a second article (1971), Carton provides a detailed discussion of inferencing as a strategy by second language learners. For carton, language learning is a kind of problem -solving in which the student can bring to bear his/her prior experience and knowledge in the processing of language.

Following leads from carton and learning theory, in 1971, Rubin initiated research which focused on the strategies of successful learners. Her assumption was that, once, identified, such strategies could be made available to less successful learners.

In 1975 Stern drew up a list of strategies of good learners :

1. Planning strategy : A personal learning style or positive learning strategy.

2. Active strategy : An active approach to the learning task.
3. Emphatic strategy : A tolerant and outgoing approach to the target language and its speakers.
4. Formal strategy : Technical know - how of to tackle a language.
5. Experimental strategy : A methodical but flexible approach, developing the new language into an ordered system and constantly revising it.
6. Semantic strategy : Constant searching for meaning.
7. Practice strategy : Willingness to practise.
8. Communication strategy : Willingness to use the language in real communication.
9. Monitoring strategy : Self - monitoring and critical sensitivity to language use.
10. Internalization strategy : Developing L₂ more and more as a separate reference system and learning to think in it.

Research conducted by Naiman et al. (1978:27) also focused on personality traits, cognitive styles and strategies that were critical to successful language learning. The initial frame of reference for their analysis of the strategies was Stern's (1975:34) list of ten strategies necessary to attain second language competence. According to Naiman, good language learners;

1. actively involve themselves in the language learning process by identifying and seeking preferred learning environments and exploring them,
2. develop an awareness of language as a system,
3. develop an awareness of language as a means of communication and interaction,
4. accept and cope with the affective demands of L₂,
5. extend and revise L₂ system by inferencing and monitoring.

In her study of five Chicago students who were learning English, Wong - Fillmore (1976) identified social strategies used by successful language learners.

Bialystok (1979:377) reports on research which showed the effects of the use of two functional strategies -inferencing and practising- and two formal strategies - monitoring and formal practising. According to Bialystok, the focus of functional practising strategies is language use. (Figure 2) On the other hand, formal practising strategies focus on language form.

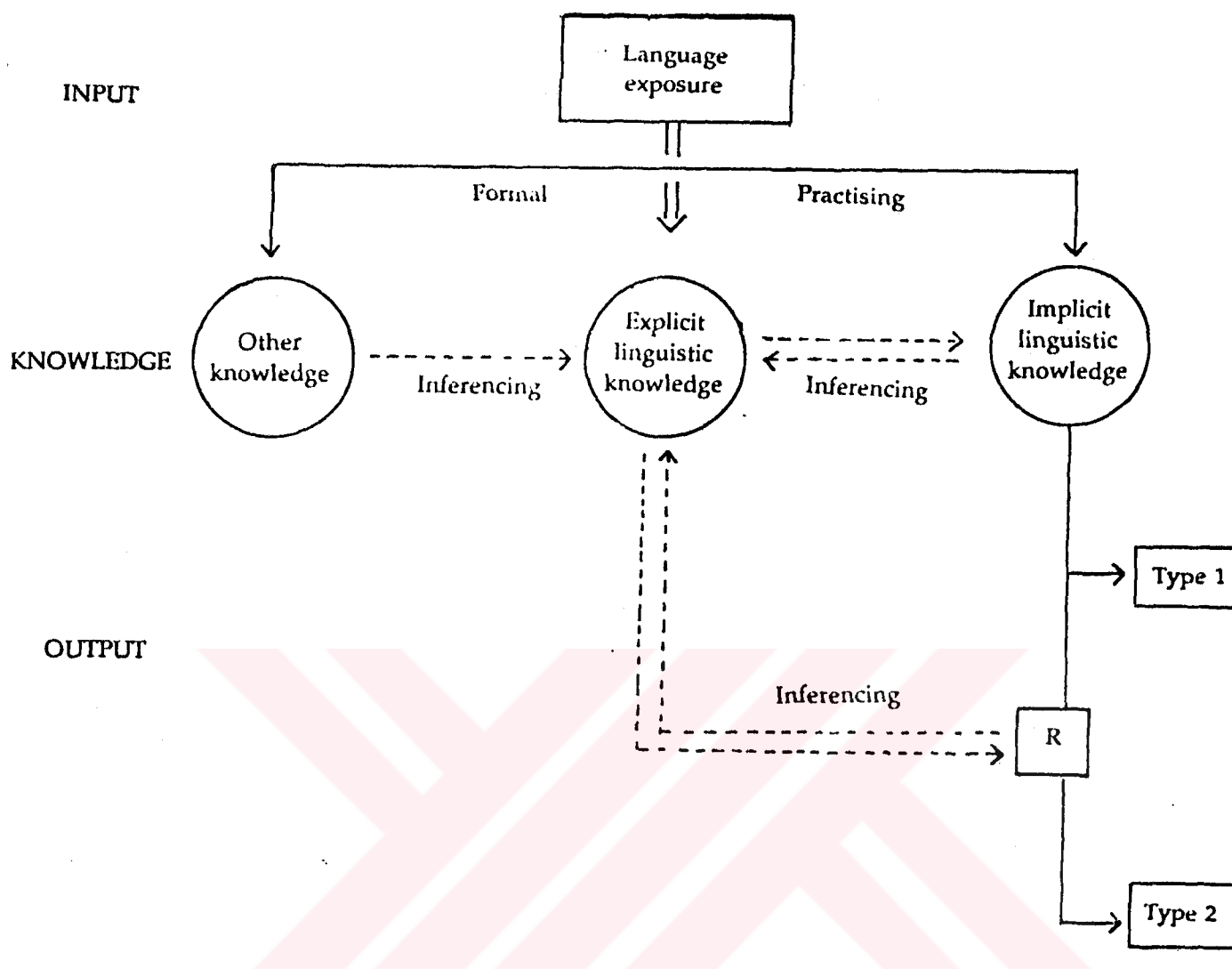


Figure 2. The Strategy Model (Bialystok, 1979:372)

This model also has implications for language learning and the assessment of proficiency (e.g. ,Bialystok and Frohlich 1977 ; Bialystok and Howard 1979) Like Krashen, Bialystok suggests that different language tasks involve different processes and strategies (Gardner, 1985:207)

Tarone studied the communication strategies of second language learners, In her 1977 and 1981 papers, she identified several communication strategies which learners use to remain in a conversation.

Hosenfeld (1977:117) reports on the reading strategies of successful and unsuccessful second language learners. In her 1977 article Hosenfeld reports on one of the first attempts to train learners in the use of strategies, in this case, efficient reading strategies.

In their studies Cohen and Aphek focused primarily on the strategies students used in the learning of vocabulary (1981:221). They found that in most instances students tried to memorize words. The major task which researchers have pursued to date has been to identify a conceptual frame work for learner strategies, based largely on an information processing model of learning. The strategies have been obtained largely from learner introspection and retrospection and observation of more successful language learners.

2.6. Some Related Studies in Turkey

In the world of ELT, everything focuses on learners. The aim is, of course, to find an answer to the question "how can we know and teach our students in the best possible way?". Most language teachers have to admit that some students are better in learning a foreign language than others. For example, they are quicker in grasping the items introduced by the teacher. But what causes the difference? What are the characteristics of a "good language learner"? In the early seventies, Rubin (1975:41), the well-known American sociolinguist, began to pursue the idea of investigating language learning by studying the strategies of successful language learners. Then, some other researchers like Stern, Naiman, Lalonde and Wenden continued research in this field.

In Turkey where English is taught as a foreign language, there has not been much research done on this topic.

Yener Gülmez in his Ph.D. Dissertation investigated some learner factors which may affect the success of students learning English as a foreign language. In his research, which he conducted with preparatory students, he has stated that (1982:105). "In determining teaching methodology, various factors should be considered and the students' individual learning strategies should be taken into account". Also, in that study, the teachers responsible for the education of the subjects in the study, defined the successful learner as possessing the following qualities :

- . He places emphasis on meaning as well as on structure,
 - . He participates in class drills, and makes efforts to correct his friends' errors as well as his own,
 - . He constantly formulates new language patterns,
 - . He is not afraid of making errors and making guesses in class
- (Gülmez, 1982:105).

Nur Kahraman conducted a research on learner factors affecting students' success in EFL at Gaziantep University in 1988 and she observed that the students with "good" study habits tend to be more successful in learning a foreign language in comparison with the low achievers.

Ülker Vancı Osam , in her article (1991) named "Let's Face Our Students / who are they ?" states since each student has his/her own learning style, the strategies that she applies may change from task to task. If language teachers do not know the peculiarities of their own students, they cannot be successful in facilitating student achievement in the classroom.

Cem Alptekin examined EFL learners in the English-Speaking environment. He finds out that many of them fail to develop a good command of English. This failure results from a number of factors such as the degree of unevenness in individual neurophysiological development, differences in instructional strategies, and variations in the acculturation process. In his paper, he discusses the last factor, with a focus on EFL learners in the target culture and with a view toward a critical analysis of schumann's model.(1983:818)

At the Marmara University 2nd National Hazırlık Conference he gives a lecture on Strategies Used by L₂ learners and their pedagogic Implication. After defining a learner strategy as being a conscious approach used by an individual to facilitate learning he divides the learners into three groups :

- . Those who emphasize the importance of using the L₂, especially the dural-oral skills : these are learners who essentially exhibit Rubin's 2nd , 4th and 6th strategies (1975:45).

- . Those who emphasize the importance or learning about the L₂, i.e., those who exhibit strategies 1,3,5.

- . Those who emphasize the importance of personal factors in learning the L₂, i.e., those who exhibit none of the strategies of Rubin, but use these strategies in varying degrees while capitalizing upon personal factors.

He states that when teachers sensitize their students to their own learner strategies, they actually help them, not only in the class-room, but also out side class, for they show them how to make efficient use of their strategies with respect to the learning tasks they encounter in life.

CHAPTER III

METHOD OF DATA COLLECTION

3.0. Presentation

This chapter reports on the descriptive sort of research study, in which teachers evaluated their classes and analyzed in - class behavior of good and poor language learners. In addition students were given questionnaires to find out what learning strategies students were using to help them learn English.

3. 1. Subject and Their Characteristics

3.1.1. Students

The subjects of this study were 360 Preparatory School students and 14 Preparatory School instructors at the University of Gaziantep. In 1990 -1991 academic year 360 students were grouped into 14 sections. The age of the students varied between 17 to 21. Each class was comprised of about 28 students. On entering the University, students were given a proficiency test. The ones who passed this test continued with their Freshman courses. The ones who were not successful or the ones who did not take this test were subjected to a one - year intensive English instruction. The program is widely based on "core" English, that is, the study of grammatical structures, reading, writing, listening and speaking skills with some emphasis on English for Specific Purposes during the second term including an hour laboratory work a day.

The Preparatory Section was chosen for analysing in - class behavior of language learners. The researcher is involved in teaching in this department and this makes the control and manipulation of variables involved in the study much easier. A questionnaire was administered to the students and the instructors were asked to complete an evaluation form. In this way, it was believed that a clearer analysis of in -class behavior of good language learners would be achieved.

3.1.2. Text-Books

The text books used in teaching English to preparatory students in one year consisted of 7 books.

KERNEL ONE, TWO, THREE (Robert O'Neil, 1978)

Kernel, which is a series of three books, was used in all classes in the first semester. Each of the three text books takes the learner from the very beginning to a knowledge and control of essential structures of the language.

KERNEL LESSONS PLUS (Robert O'Neil, 1972)

This has a structural and linear approach. The starting point is always a situation illustrated with pictures and grouped together with similar structures. It provides grammar in form and communication in code. It was used at the beginning of the second semester as a review book.

READING and THINKING in ENGLISH (John Moore, 1979)

This is an integrated course in reading comprehension and has been designed for the learners whose needs can be described as "English for Academic Purposes." It aims at helping students read text books, works of reference and general academic interest, source books and journals in English.

IN CONTEXT (Jean Zukowski/Faust/Johnston/Atkinson/Templin 1982)

This book was intended for the intermediate level student who is familiar with the basic structures of English.

It presents ESL students with reading topics such as communication cultural survival, marketing, and mobility. There are articles about new technology and new practices of ancient ideas. The focus on skills will also help the students learn to be better readers.

3.1.3. Language Laboratory

During the one year preparatory course the subjects have laboratory sessions one hour a day, guided by their class teachers. The

laboratory is a Tandberk IS 6 system and audio - active compare type. The students listen to the program related to their text books by using the headphones. Once a week during the first term ,(and twice a week) during the second term , they watch video films according to the laboratory syllabus.

3.1.4. Characteristics of Teachers

One teacher is responsible for the teaching of English in each section because instruction in the preparatory school is carried in a standardized fashion. Each follows the same text book and introduces the material with similar techniques.

Since the teachers have total control of in - class activities and are in such close contact with the students, they may be considered to be a reliable source of data on students' individual learning strategies.

Table 1. Characteristics of the Teachers in Cooperation in this Study :

Teachers	Age	Sex	Educational Background	Experience (year)
G.1	30	Female	B.A.	8
G.2	35	"	B.A.	12
G.3	37	"	M.A.	15
G.4	35	"	B.A.	15
G.5	26	"	B.A.	2
G.6	26	"	B.A.	3
G.7	30	"	B.A.	8
G.8	25	"	B.A.	3
G.9	25	"	B.A.	2
G.10	30	Male	B.A.	6
G.11	34	Female	B.A.	9
G.12	30	Male	B.A.	6
G.13	38	Male	B.A.	11
G.14	29	Female	B.A.	5

Teachers involved in this study are all professional teachers. Despite their background differences, they are enthusiastic in their efforts to improve foreign language teaching in preparatory school. The characteristics of the fourteen teachers whose students were taken as subjects for this study in 1990-1991 academic year can be seen on Table 1.

3.1.5. Tools

In order to collect data related to the purpose of this study , a questionnaire, a student evaluation form filled in by teachers, and the first term achievement grades of the subjects (360) were used.

. Questionnaire :

The items in the questionnaire were based on the results obtained on different studies carried out in this field. The categories about the characteristics of good language learners were based on the strategies prepared by Lalonde, Lee and Gardner (1987 : 16 -34), Naiman (1978 : 43), Stern (1975 : 310), and Rubin (1975 : 43). (See Appendix: E)

The questionnaire, consisting of 19 questions, was designed to obtain information on students' own perception of how they utilize certain strategies in foreign language learning. It was written and administered in Turkish to the students. Each option in the questionnaire was given points as follows :

	Points
a- Never	1
b- Rarely	2
c- Sometimes	3
d- Generally	4
e- Always	5

. Student Evaluation Form :

There were fifteen different types of in - class student behavior about which the teachers could give their opinion on.

Teachers were asked to evaluate each individual student on a 1-5 scale as related to certain prescribed classroom behavior .(See Appendix: D)

. Student Achievement :

To assess the success of the preparatory students their first semester average grades were taken as criteria. Subjects that were categorized as good language learners were chosen on the basis of the results they got from 12 tests. The ones who got between 80 and 100 were considered as being the most successful students. The ones who received below 59 were considered as being the poor language learners, and the subjects who received between 60-79 were left out of the scope of the study. All the subjects in each section were listed from the most successful to the least successful one in the student evaluation form.(See Appendix:C)

3.2. Data Collection

The Questionnaire was administered to a total number of 360 subjects in fourteen different sections. They were asked to answer 19 questions concerning their in - class behavior.

Instructors were asked to evaluate their students' in - class behavior and performance at the end of the first term of the academic year on the student Evaluation Forms.

During the first term, the students were given 7 pop - quizzes and 5 bi - weekly tests and their average was taken as achievement criteria.

CHAPTER IV

METHODOLOGY

4.0. Procedure of Data Analysis

This section deals with the items included in the questionnaire, the students' in - class evaluation forms completed by the teachers, and the achievement grades of the subjects. After the data were gathered through the instruments mentioned above, all were sorted and tabulated by means of a computer.

4.1. Correlational Study

First ; the Pearson r (Product - moment correlation coefficient) which is mostly used for such kind of relationships (Ferguson, 1971:102) was used to establish relationships between ;

4.1.1. Student achievement in FL learning and students' own perception of their use of good language learner strategies,

4.1.2. Student achievement in FL learning and teachers' assessment of their students' in - class use of good language learner strategies

4.1.3. Students' own perception of their use of good language learner strategies and teachers' assessment of their students' in - class use of good language learner strategies.

The formula used to calculate Pearson "r" was as follows :

$$r = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

In the first case "x" stands for the students' achievement scores and "y" for the total scores of each student's questionnaire. In order to score the student's responses the following weights were given to the options in the questionnaire :

- | | |
|---------------|-----|
| a - Never | (1) |
| b - Rarely | (2) |
| c - Sometimes | (3) |
| d - Generally | (4) |
| e - Always | (5) |

For each subject the scores of 19 questions were added up, and this was the subject's own perception of his use of good language learner strategies. At the same time, the subjects were ranked according to their achievement grades.

Finally a correlation coefficient was found between the achievement grades and the scores of the questionnaire.

The formula used for the purpose of calculating the Pearson r to determine the relationship between "x" and "z" was ;

$$r = \frac{N \cdot \sum xz - \sum x \cdot \sum z}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2] [N \cdot \sum z^2 - (\sum z)^2]}}$$

"x" stands for the achievement grades, whereas "z" stands for the scores related to the teachers' assessment of his students in - class use of good language strategies. These scores were calculated by means of adding up the points which were given from 1 to 5 by the teachers.

The correlation coefficient was found between achievement grades and the scores of Teachers' assessment.

For the last case in the formula :

$$r = \frac{N \cdot \sum yz - \sum y \cdot \sum z}{\sqrt{[N \cdot \sum y^2 - (\sum y)^2] [N \cdot \sum z^2 - (\sum z)^2]}}$$

"y" and "z" stand for the variables mentioned above.

After the "r" was calculated for each of the relationships mentioned before the "t" test was applied to find out whether there was a statistically significant relationship between the variables concerned. This formula used for this purpose is given below :

$$t = r \cdot \sqrt{\frac{N-2}{1-r^2}}$$

The value of the calculated "t" , then, was compared with the value of the theoretical "t" on the table of "critical values of "t" " to see if there is statistically significant relationship between them.

4.2. Mean Study

In order to find out whether there was a statistically significant difference between good language learners and poor language learners the subjects were ranked according to their achievement grades. (See Appendix C)

The statistical procedure for finding the significance of difference between arithmetic means of the achievement scores of both groups was applied. First, the variance was found through the application of the following formula :

$$S^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2}$$

Then, the standard error of estimate of the difference between the two means was found with the one of the following formula :

$$S_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{S^2}{N_1} + \frac{S^2}{N_2}}$$

The "t" test was applied to see if the difference found is statistically significant. The value of "t" was compared with the table of "critical values of "t" ".

The formula used for this purpose is as follows :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_e(\bar{x}_1 - \bar{x}_2)}$$

In these formulas "S²" stands for variance, "x" stands for the arithmetic mean of ;

. 4.2.1. The achievement grades of good language learners, (X₁).

. 4.2.2. The total questionnaire scores of the good students' own perception of their use of good language learner strategies, (X₂)

. 4.2.3. The teachers' assessment of their good students' in - class use of good language learner strategies, (X₃)

"y" stands for the arithmetic mean of ;

. 4.2.1. The achievement grades of poor language learners, (y₁)

. 4.2.2. The total questionnaire scores of the poor students' own perception of their use of good language learner strategies, (y₂)

. 4.2.2. The teachers' assessment of their poor students' in - class use of good language learner strategies, (y₃)

"S_e (x₁ - y₁)" shows the standard error of the difference between the arithmetic means of the two groups of subjects. "N₁" stands for the number of learners in the successful group, and N₂ stands for the number of learners in the less successful group.

4.3. Analysis of the Strategies

This final section concentrated on the analysis of strategies used by poor and good learners. This was based on the student questionnaire. The fifteen strategies, mentioned in the hypotheses part, were incorporated in the questionnaire. Then, being grouped into two, poor and good learners, all the data (total scores of the questionnaire items) were tabulated and the formula for finding the significance of difference between the arithmetic means of the total scores of the strategies of the good learners and the poor ones was applied (See 4.2).

All of the strategies were analysed one by one to identify the differences between the two groups of subjects, one of which was the good language learners and the other the poor ones (Figure A.10).



CHAPTER V

DATA ANALYSIS AND RESULTS

5.0. Presentation

As stated previously the purpose of this study was to analyze in-class behaviour of good language learners. To achieve this purpose, achievement grades of the subjects, the total scores of the student questionnaires and teacher assessment forms were gathered, evaluated and presented in the following order.

5.1. Analysis of the Results of Correlation Study

In this study three kinds of relationships were examined :

5.1.1. Relationship between student achievement in FL learning and students' own perception of their use of good language learner strategies:

In order to find the relationship the "Pearson Product-Moment correlation coefficient" formula was used.

$$r = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

A correlation coefficient of $r = .24$ has been obtained as a result of analysis of the subjects' achievement grades and the scores obtained in the student questionnaire. This indicates a low correlation between students' achievement grades and questionnaire scores. (Table 2)(Figures A.1.1.-A.1.2)

Table 2. Relationship between Student Achievement and Students' Own Perception of Their Use of G.L.L. Strategies

Correlation between language achievement and students' own perception of their use of good learner strategies		
Correlation with Achievement scores		
Students' perception of good learner strategies	r	p
	-----	-----
	.24	p < .05

After the "r" was calculated, "t" test was applied to see if it was statistically significant.

When we applied the following formula,

$$t = r \cdot \sqrt{\frac{N-2}{1-r^2}}$$

t = 4.5406 was found. The given value for "t" on the "table of critical values of "t", for df = 358 at .05 level is 1.960.

Thus, it can be said that the calculated value of coefficient is statistically significant.

5.1.2. Relationship between student achievement and teachers' assessment of their students' in-class use of good language learner strategies:

A correlation of r=.77 was obtained as a result of an analysis of the success of 360 students and their teachers' assessment. (Table 3)(Figures A.2.1.-A.2.2.)

Table 3. Relationship between Student Achievement and Teachers' Assessment

Correlation between language achievement and teachers' assessment		
	Correlation with Achievement scores	
Teachers' assessment of their students' in-class use of G.L.L.strategies	r	p
	-----	-----
	.77	p < .05

When "t" test was applied, the score was found to be $t=14.557$. Since the given value for "t" on the table is 1.960, it can be said that there is a statistically significant correlation between the students' achievement grades and the assessment of their in-class behavior by teachers.

5.1.3. Relationship between students' own perception of their use of good language learner strategies and teachers' assessment of their in-class behavior:

$r=.66$ correlation coefficient was obtained between the scores of the student questionnaire and the scores given to the subjects by the teachers evaluating the students according to their in-class use of good language learner strategies. This indicates that there is statistically significant relationship between these variables at $p=.05$ "t" score = 12.48. (Table 4)(Figures A.3.1.-A.3.2.)

Table 4. Relationship between Students' Own Perception and Teachers' Assessment

Correlation between students' own perception of their use G.L.L. strategies and teachers' assessment		
	Correlation with students' questionnaire	
Teachers' assessment of their students' in-class use of G.L.L.strategies	r	p
	-----	-----
	.66	p < .05

5.2. Analysis of the Results of The Mean Study

5.2.1. The difference between the arithmetic means of the achievement grades of the good learners and the poor learners was calculated and the data obtained were given below :

Table 5. Difference between the Means of the Grades of the Poor Learners' Group and the Good Learners' Group

STATISTICS	GROUPS	
	Good Learners	Poor Learners
No.of students	98	55
Mean	86.14	52.69
Standard Deviation	4.91	6.00
Difference between means	33.45	
Standard error of estimate	.90	
"t" score	37.16*	

* $p < .01$

Then the "t" test was applied to see if the difference found was statistically significant on the table of "critical values of "t" "

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_e \cdot (\bar{X}_1 - \bar{X}_2)}$$

The value of "t" required for significance at .05 level is 1.96. The obtained $t=37.16$ is greater than the table value of "t". It can be said that the difference between the means of the two groups is statistically significant. In other words these two groups have shown a great difference in success.

In Figure A.4 the distribution of grades of both groups can be seen.

5.2.2. The total questionnaire scores of the good language learners' own perception of their use of good language learner strategies and the scores of the less successful group were compared in order to see whether there is a significant difference between the means. The same procedure was used to find the variance and the standard error of estimate of the difference between the two means. Finally "t" test was applied.

Table 6. Difference between the Means of the Questionnaire Results of the Good Learners and the Poor Ones

STATISTICS	GROUPS	
	Good Learners	Poor Learners
No.of students	98	55
Mean	71.69	63.10
Standard Deviation	11.22	11.49
Difference between means	8.69	
Standard error of estimate	1.93	
"t" score	4.45*	

* $p < .01$

The value of $t=4.45$ is greater than the required value of "t". So, the difference between the questionnaire scores of the good and the poor learners is statistically significant.

Distribution of the totals of the questionnaires belonged to the different groups can be seen in the diagram (Figure A.5)

5.2.3. The difference between the arithmetic means of the total scores of the teachers' assessment of their good students' in-class use of good language learner strategies and their poor students' in-class use of strategies was calculated, and $t=13.4$ was found to be much greater than the expected value of "t".

Table 7. Difference between the Means of the Total Scores of Teachers' Assessment of the Good and the Poor Learners

STATISTICS	GROUPS	
	Good Learners	Poor Learners
No.of students	98	55
Mean	63.01	35.94
Standard Deviation	11.57	12.46
Difference between means	27.07	
Standard error of estimate	2.02	
"t" score	13.40*	

* $p < .01$

Since the obtained "t" is greater than the value of the "t" required it can be said that there is a significant difference between the means of the two groups. (Figure A.6)

5.3. Analysis of the Result of Strategy Distribution

The questionnaire which included 19 questions related to 15 strategies of the good learners was analysed to find the difference between good and poor learner strategies. All the strategies were analysed one by one, and the differences between the arithmetic means of the total questionnaire scores of the good learners' group and the poor learners' group were computed and the data obtained were given.

Then, the "t" test was applied to see if the differences found were statistically significant. The value of "t" required for significance at .05 level is 1.96.

. Strategy 1 : The Good Language Learner is a willing and accurate guesser.

Table 8. Difference between the Means of the Amount of the First Strategy Use of Good and Poor Learners

STATISTICS	GROUPS	
	Good	Poor
No.of students	91	48
Mean	3.76	3.31
Standard error of estimate	.163	
"t" score	2.76*	

* $p < .01$

The obtained $t=2.76$ is greater than the critical value of "t". It can be said that the difference between the means of the two groups is statistically significant.

In the questionnaire, for the first item, most of the good language learners (76 %) stated that they always used the first strategy. On the other hand most of the poor learners (64 %) marked the "Sometimes", "Rarely" or "Never" options. The remaining 36 % marked "Generally".

.Strategy 2 : The Good Language Learner has a strong drive to communicate .

Table 9. Difference between the Means of the Amount of the Second Strategy Use of Good and Poor Learners

STATISTICS	GROUPS	
	Good	Poor
No.of students	91	48
Mean	3.94	3.35
Standard error of estimate	.177	
"t" score	3.33*	

* $p < .01$

Since the obtained $t=3.33$ is greater than the table values of "t", the difference between the means of the two groups is statistically significant.

Responses to this item in the questionnaire indicated that almost all of the good language learners (96 %) had a strong drive to communicate, but only a third of the poor language learners (32 %) put it to practice.

.Strategy 3 : The good language learner practices.

Table 10. Difference between the Means of the Amount of the Third Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	90	48
Mean	4.67	3.68
Standard error of estimate	.165	
"t" score	6*	

* $p < .01$

The obtained $t=6$ is greater than the critical value of "t". This indicates that the difference between the means of good and poor groups is statistically significant.

As to the third strategy -practising- all of the good learners stated that they always used it; on the other hand, only 52% of the poor learners used it always, 42 % used it sometimes, and 6 % never used this strategy.

.Strategy 4 : The good language learner is willing to appear foolish to make mistakes in order to learn and communicate.

The obtained $t=3.16$ is bigger than the critical value of "t", so the difference between the means of the groups is significant.

It is interesting that although most of the good language learners (80 %) admitted that they were willing to appear foolish in order to learn and communicate, majority of the poor learners (64 %) said that they used this strategy sometimes, some of them (28 %) used it always and a few (8 %) never.

Table 11. Difference between the Means of the Amount of the Fourth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	89	48
Mean	3.66	3.04
Standard error of estimate	.196	
"t" score	3.16*	

* $p < .01$

Strategy 5 : The good learner is prepared to attend to form.

Table 12. Difference between the Means of the Amount of the Fifth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	91	48
Mean	4.15	3.87
Standard error of estimate	.169	
"t" score	1.65*	

* $p > .05$

The difference between the arithmetic means of the subject who are included in the good language learners' group and the poor learners' group was calculated, and no statistically significant difference was found.

Almost all of the good learners (96 %) and most of the poor learners (84 %) stated that they attended to form. Therefore, this strategy didn't differentiate good and poor students.

.Strategy 6 : The good learner monitors his own and the speech of others.

Table 13. Difference between the Means of the Amount of the Sixth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	89	48
Mean	3.58	2.78
Standard error of estimate	.167	
"t" score	4.79*	

* $p < .01$

The obtained $t=4.79$ is greater than the critical values of "t", so the difference between the means of the two groups is statistically significant.

It is interesting that more than half of the good learners (56 %) stated that they always monitored their own and the speech of others. 28 % used this sometimes, 16 % said they never used it. But, 68 % of the poor learners said they never or rarely used it ; only 32 % of them used it generally.

. Strategy 7 : The good learner attends to meaning.

The obtained $t=1.84$ is lower than the critical value of "t" on the table, so there is no statistically significant difference between the groups in using this learning strategy.

As it is seen clearly below, most of the good learners (92 %) and the poor learners (68 %) stated that they generally used this strategy. So, the groups do not differ in their use of it.

Table 14. Difference between the Means of the Amount of the Seventh Strategy Use of Good and Poor Learners

STATISTICS	GROUPS	
	Good	Poor
No.of students	89	48
Mean	3.68	3.35
Standard error of estimate	.179	
"t" score	1.84*	

* $p > .05$

. Strategy 8 : The good language learner performs a good level of competence.

Table 15. Difference between the Means of the Amount of the Eighth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	85	48
Mean	3.64	3.22
Standard error of estimate	.166	
"t" score	2.53*	

* $p < .05$

The obtained $t=2.53$ is greater than the critical value of "t", so the difference is statistically significant.

Of those who were grouped as good learners 96 % stated that they generally used this strategy, where as of the poor learners 28 % used it always, but most of them 64 % used it rarely.

Strategy 9 : The good learner initiates conversation with his friends.

Table 16. Difference between the Means of the Amount of the Ninth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	85	48
Mean	2.87	2.29
Standard error of estimate	.192	
"t" score	3.02*	

* $p < .01$

The value of $t=3.02$ is bigger than the required value of "t". So, the difference between the means of the two groups is statistically significant.

This can be seen clearly in percentages. While those who formed the good group mostly marked the "Generally" option (68 %), those who belong to the poor group chose (68 %) the "Rarely" option.

Strategy 10 : The good learner is a good listener.

The required "t" is lower than the obtained "t". So, it can be said that the difference between the means of the groups is statistically significant.

As can be understood from the table below, all of the good language learners stated that they listened to their teachers carefully. And there was little difference between the good and the poor ones. Only a few (4 %) admitted that they weren't good listeners. Most of them (68 %) marked the option "Sometimes", some of them (28 %) chose the option "Generally".

Table 17. Difference between the Means of the Amount of the Tenth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	85	48
Mean	3.82	3.41
Standard error of estimate	.171	
"t" score	2.39*	

* $p < .05$

. Strategy 11 : The good language learner seeks additional opportunities to communicate in L_2 .

Table 18. Difference between the Means of the Amount of the Eleventh Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	90	48
Mean	3.24	2.66
Standard error of estimate	.174	
"t" score	3.33*	

* $p < .01$

The obtained "t" value 3.33 is bigger than the critical value of "t", so the difference between the means is statistically significant.

Of those who used this strategy from the good group, 60 % marked the option "Always" : 20 % asserted the option "Sometimes" and the remaining marked the option "Rarely" . Of those who belonged to the

other group, 12 % marked the option "Generally", 48 % marked the "Sometimes" option and 40 % chose the "Rarely" one .

. Strategy 12 : The good language learner joins pair or group work activities voluntarily.

Table 19. Difference between the Means of the Amount of the Twelfth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	90	48
Mean	3.42	3
Standard error of estimate	.185	
"t" score	2.27*	

* $p < .05$

The difference between the means of the groups is statistically significant since the obtained "t" is bigger than the critical value of "t" indicated on the theoretical "t" table.

It is interesting that none of the good learners marked the option "Never", and none of the other group marked the option "Always". The good ones had grouped around "Generally". However, the others had accumulated around "Rarely".

.Strategy 13 : The good language learner actively involves himself in language learning task and raises his hand voluntarily.

The obtained "t" = 5.02 is bigger than the critical value of "t". So, the difference between the means of the good group and the poor group is statistically significant.

While most of the good learners (92 %) chose the option "Always" and "Generally" most of the poor learners (80 %) marked the option "Sometimes".

Table 20. Difference between the Means of the Amount of the Thirteenth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	89	48
Mean	3.84	2.97
Standard error of estimate	.173	
"t" score	5.02*	

* $p < .01$

.Strategy 14 : The good language learner is a hard worker.

Table 21. Difference between the Means of the Amount of the Fourteenth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	91	48
Mean	4.07	3.18
Standard error of estimate	.187	
"t" score	4.75*	

* $p < .01$

Since the obtained "t" is bigger than the value of "t" required, it can be said that there is a significant difference between the means of the two groups. According to the item analysis of the questionnaire all of the good learners declared that they were hard workers. However, the poor learners answered this question as follows :

- 16 % → Never
- 12 % → Rarely
- 32 % → Sometimes
- 32 % → Generally
- 8 % → Always

. Strategy 15 : The good language learner never forgets to bring the necessary materials to the class-room.

Table 22. Difference between the Means of the Amount of the Fifteenth Strategy Use of Good and Poor Learners.

STATISTICS	GROUPS	
	Good	Poor
No.of students	89	48
Mean	3.44	3.7
Standard error of estimate	.295	
"t" score	-0.88*	

* p > .05

The obtained "t" is below the value of the "t" required. Thus, it can be said that there is no significant difference between the means of the two groups.

The answers to the question about the last strategy showed that there was no difference between the good learners and the poorer ones. 96 % of the good learners and 76 % of the poor ones said that they brought the necessary materials to the class-room.

As a result of this analysis, it can be said that the strategies used by good learners differ from the ones used by poorer learners. Only three strategies, "Attending to form","Attending to meaning" and "Bringing necessary materials to the class-room" don't make any difference between the good and the poor learners. (See Figure A.7)

5.4. Discussion of Results

5.4.1. Comments on the Findings Related to Correlational Study :

The discussion in this section deals with the results of the correlational study which was divided into three parts.

First of all, as was indicated before, (See 5.1.1.) the relationship between student achievement and students' own perception of their use of good language learner strategies was researched and a correlation coefficient of $r=.24$ was obtained as a result. This indicates a low, but statistically significant relationship between the two variables. (See Table 2)

As Naiman (1978:65) pointed out if language learning is to be studied, it cannot be observed solely in a class-room. The language learner himself could be consulted and asked to describe what he is doing and why. When we analyzed the results of the questionnaire and correlated them with their achievement scores, the relationship was obvious.

The second relationship was between student achievement and teachers' assessment of their students' in-class use of good language learning strategies.

The correlation coefficient of $r=.77$ indicates a statistically significant relationship between the two variables.

Although Lalonde (1987:16) believed that teachers using one approach would perceive some attributes as important while teachers using another method may value other attributes, from the very beginning of this study it was assumed that the teachers filled in the evaluation form without any preconceptions and the class-room behavior that teachers believe characterize the successful language learner showed a high correlation with their achievement. (Naiman, 1975)(See Table 3)

A correlation coefficient of $r=.66$ was obtained as a result of the analysis of the students' own perception of their use of good language learner strategies and teachers' assessment of their in-class behavior. (See Table 4)

This indicates a statistically significant relationship between the student questionnaire results and the results obtained from the evaluation forms filled in by teachers.

5.4.2. Comments on the Findings Related to Mean Study :

As was stated before, (See 4.2) in order to find out the difference between the means of the successful and less successful groups (achievement grades, scores of the questionnaire, and scores of teachers' assessment) the two groups were formed. 360 Preparatory School students were taken and classified as being good and poor learners on the basis of

the first-term achievement score. Subjects who had received scores between 80-100 were accepted as good language learners and those who had received below 59 were listed as being poor ones. There were 98 good, 55 poor learners. Then, they were ranked according to their achievement grades, and three different mean groups were calculated. (See tables 5, 6, 7)

The difference between the means of the achievement grades of the good learners and poor learners was found to be statistically significant and the two groups were compared in terms of their achievement grades.

The obtained $t=37.16$ is much greater than the critical value of "t". This indicates a statistically significant difference (See table 5) .

When the questionnaire scores of the good learners were compared with the scores of the poor ones the difference was found to be statistically significant. ($t=4.45$)(See table 6).

The difference between the arithmetic means of the scores of the teachers' assessment of their good students' in-class use of good language learner strategies and the poor students' in-class use of strategies was also found to be statistically significant. ($t=13.4$) (See table 7) .

According to the results mentioned above it may be said that teachers know more about their students, and their in-class strategies than the students' do about their own perceptions of their use of strategies. While the teachers may be considered to be good observers, students are not well aware of their own strategies. It may be said that the good learners use the good learner strategies whereas the poor ones are not good at using them.

5.4.3. Evaluation of the Good Language Learner Strategies :

In this chapter (See 5.3) each strategy in the questionnaire has been studied one by one. In the light of the distributions of responses to the questionnaire items and the results of the "t" test, comments have been made in order to interpret the situation involving each strategy.

It has become evident that there is a significant difference between the strategy use of good learners and poor learners except for three cases.

The successful learners have the following good language learner strategies :

- . Being a willing and accurate guesser,
- . Communicating,
- . Practising ,
- . Answering voluntarily,
- . Monitoring the speech ,

- . Performing a good level of competence
- . Initiating conversation
- . Listening
- . Seeking opportunities to communicate in L₂,
- . Joining group work activities voluntarily,
- . Being active in language learning
- . Working hard

There is no significant difference between the good and, poor learners in the use of following three strategies :

- . Attending to form
- . Attending to meaning
- . Bringing necessary material to the class-room

On the basis of Lalonde's analyses (1987:28) it may be said that the good language learner is identified by traits which would characterize any good student and this may not be that surprising since good students tend to do well in all content areas. Teachers perceived the good language learner to be an individual who actively vocalizes corrections, speaks out regardless of making mistake, and focuses on getting an idea across in the second language.

These results of Lalonde's studies agree with Krashen's (1981) observations that the good language learner is not concerned with grammar or form but concentrates on communicating in the second language.

Bialystok and Frohlich (1977), have also focused attention on three language learning strategies :

"Practising", "Monitoring" and "Inferencing"

The strategies identified by Naiman agree with the findings of this study (1978:99).

1. Good language learners actively involve themselves in the language learning task,

2. They develop an awareness of language as a system,

3. They realize initially that they must cope with the effective demands made upon them by language learning and succeed in doing so,

4. They develop an awareness of language as a means of communication,

5. They constantly revise their L₂ systems. They monitor the language they are acquiring by testing their guesses.

The analysis of the strategy use supported the kinds of strategies which were hypothesized in this study but it was found necessary to reduce them from fifteen to twelve. (See Figure A.7).

CHAPTER VI

SUMMARY AND CONCLUSION

6.1. Summary

It has been stated in section 1.2 that the purpose of this research was to identify the relationships between certain in - class behavior of students and their FL achievement. An evaluation of students' in - class behavior by their teachers and an analysis of the strategies they use helps us to list the characteristics of good language learners.

To achieve this purpose it was felt necessary to administer a questionnaire to the Preparatory School students of Gaziantep University to identify their in - class behaviour, and also a "student evaluation form", including a group of certain in - class behaviors, was filled in by the teachers of each group in order to analyze the behavior of good and poor learners. The tools mentioned above were designed to explore various learner and learning strategies and techniques consciously employed by the learner.

In the light of previous studies (Naiman, 1975 ; Rubin, 1971 ; Stern, 1974 ; Lalonde, 1987) fifteen different types of in - class behavior were investigated :

1. The good language learner is a willing and accurate guesser.
2. He has a strong drive to communicate.
3. He practises.
4. He is willing to appear foolish, to make mistakes in order to learn and to communicate
5. He is prepared to attend to form. (Constantly looking for pattern)
6. He monitors his own and the speech of others.
7. He attends to meaning.
8. He performs a good level of competence.
9. He initiates conversation with his friends.
10. He is a good listener.
11. He seeks additional opportunities to communicate in L₂
12. He joins pair / group work activities voluntarily.
13. He actively involves himself in the Language learning task and raises his hand voluntarily.
14. He is a hard worker.

15. He never forgets to bring the necessary material to the class - room.

The aim of the first study, the correlational research (See 4.1) was to provide support for the relationships between

- . student achievement and students' own perception of their use of G.L.L. strategies,
- . student achievement and teachers' assessment of their students' in-class use of G.L.L. strategies,
- . students' own perception of their use of G.L.L. strategies and teachers' assessment.

High correlations were found between the above variables.

Following this analysis in order to see the difference between the means of the good learners' group, the students were divided into 3 groups according to their achievement scores. The subjects who scored between 80-100 were classified as being the good learners group and the others who received below 59 were placed in the poor learners group, and the subjects who received between 60-79 were left out of the scope of the analysis. The subjects placed in either good or poor groups were investigated and the differences between the means of the groups were found statistically significant in the areas of achievement, teachers' assessment and the students' own perception of their use of learning strategies.

Finally all the strategies mentioned above were investigated separately. The means of the good and poor groups were found to differ significantly with each strategy, except for the fifth, the seventh and the fifteenth ones.

Therefore it was found that the above-mentioned strategies which were related to in-class behavior were believed to be important in effective language learning.

6.2. Conclusions

The purpose of this study was to identify and analyze the in-class behavior of good language learners in Preparatory Section of Gaziantep University. Since it is not possible to focus on each learner individually in a crowded preparatory group it is perhaps wiser to make use of successful L₂ learners' strategies as a basis for our teaching in EFL and apply such teaching considerations not only to facilitate or accelerate the learning process of the good L₂ learners but also to enable the less successful ones to switch to alternative strategies in L₂ learning (Alptekin, 1983) These strategies can be summarized by referring to Rubin (1971) et al.

- . Good language learners are willing and accurate guessers, that

is, they use almost all the clues that a context offers and are thus able to arrive at the meaning easily.

- . Good language learners are willing to learn from communication and have a strong drive to communicate. They will do anything to communicate, for example use of synonyms, cognates, gestures or mime, and circumlocution or paraphrase (Tarone, 1977; Rubin, 1981)

- . Good language learners practice and they seek or create opportunities in which to use the language

- . Good language learners monitor their own speech and that of others. They constantly process information and thus learn not only from their own errors, but also from those of others.

- . Good language learners are willing to appear foolish and make mistakes in order to learn.

- . Good language learners perform with a good level of competence.

- . Good language learners initiate conversation with fellow students, their teachers and native speakers.

- . Good language learners listen carefully to their teachers and friends.

- . Good language learners work hard

- . Good language learners join pair/group work activities voluntarily and they raise their hands

By looking at what is going on inside the good language learner, by considering how he managed to be successful and examining which strategies he uses, we may arrive at well-developed theories of the processing of linguistic information which can be taught to others. As Rubin stated (1975:50) perhaps we can establish procedures to train others to use these or similar strategies to acquire a second language.

In conclusion, there have been tremendous strides forward made in defining the strategies which good language learners use. What is needed now is experimentation on the complex array of strategies that will work best for different kinds of learners and a determination of the best approach for teachers to use in facilitating such strategy use.

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APPENDICES

APPENDIX A: Figures

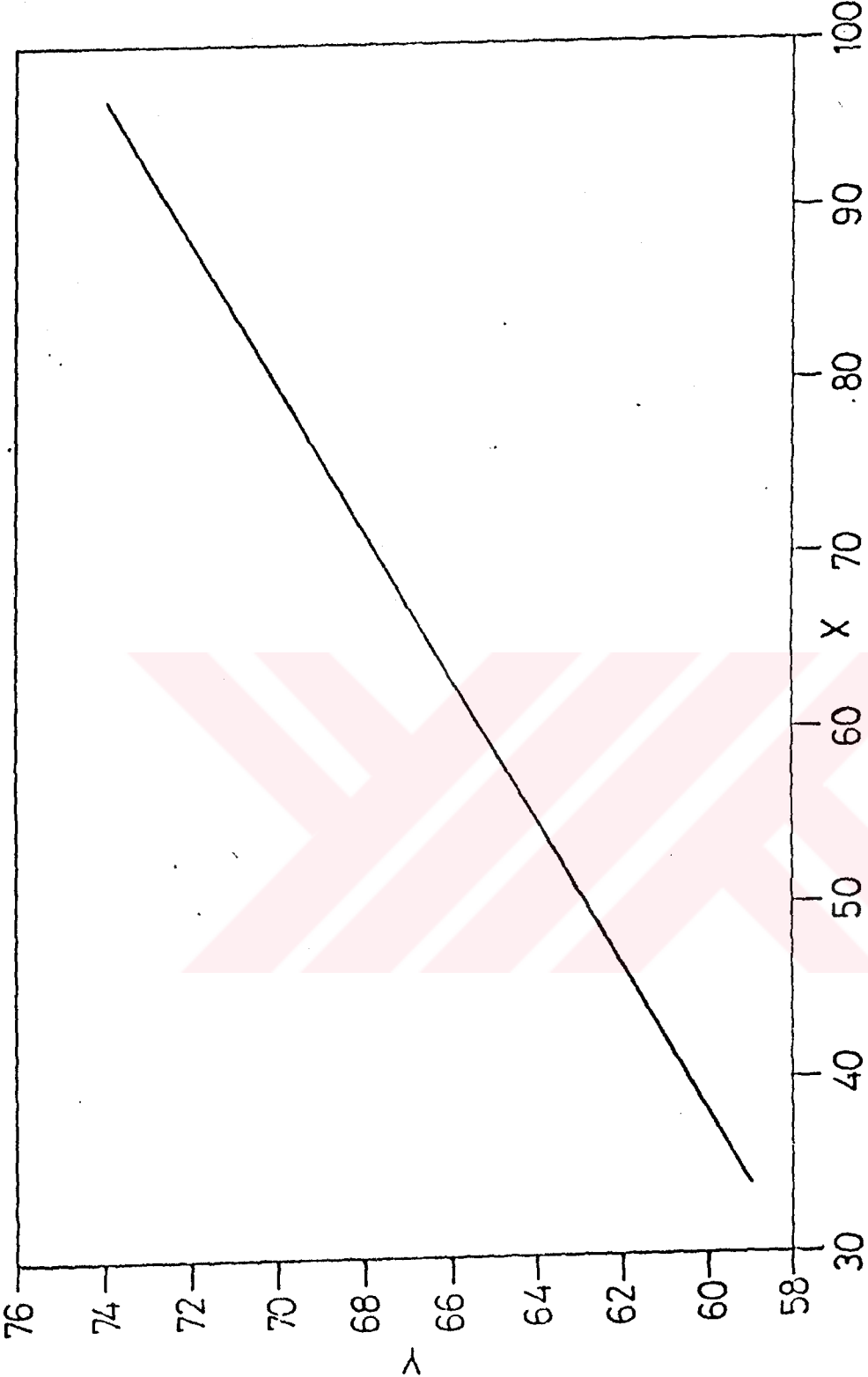
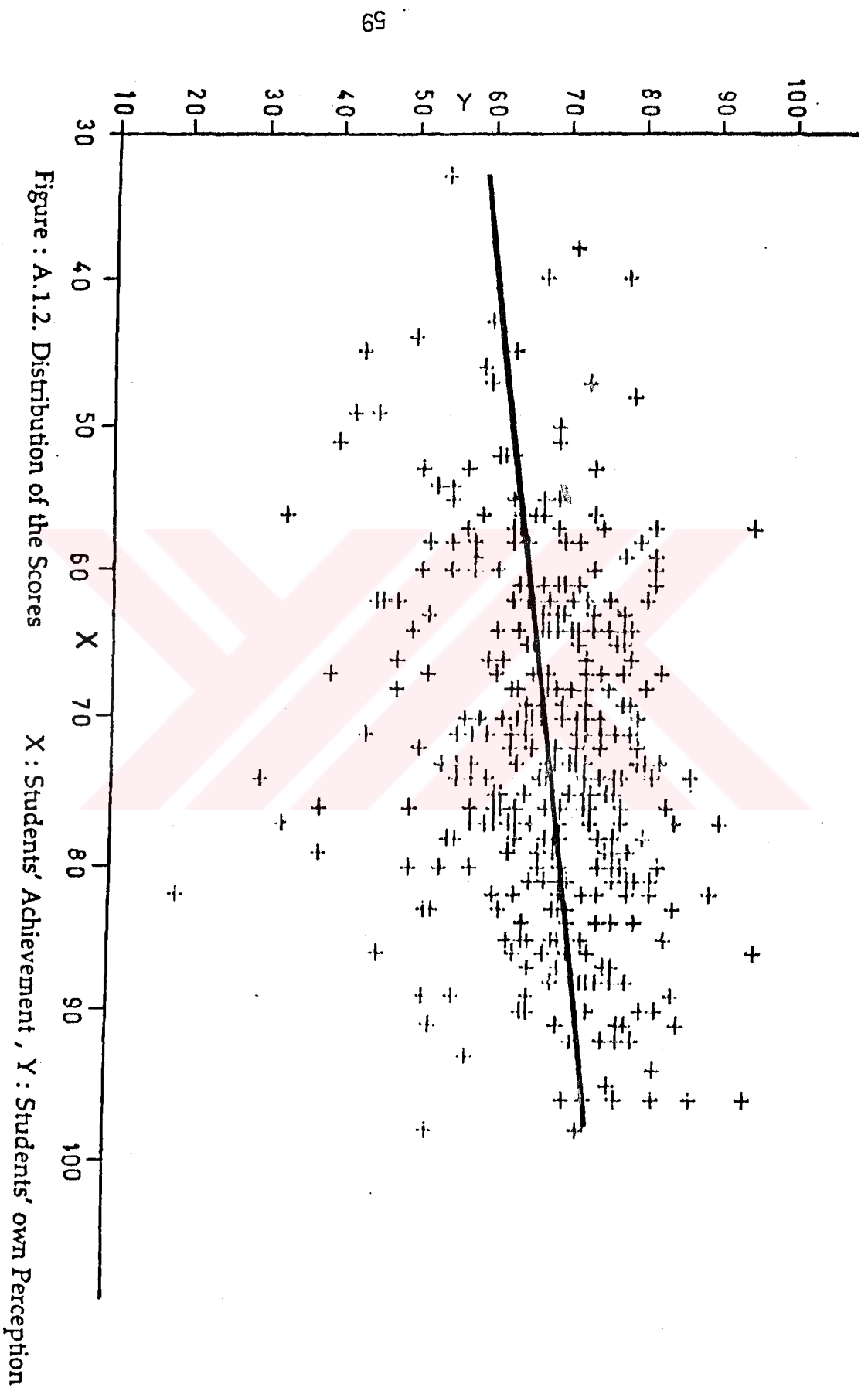


Figure : A.1.1 Relationship between Student Achievement and Students' own Perception



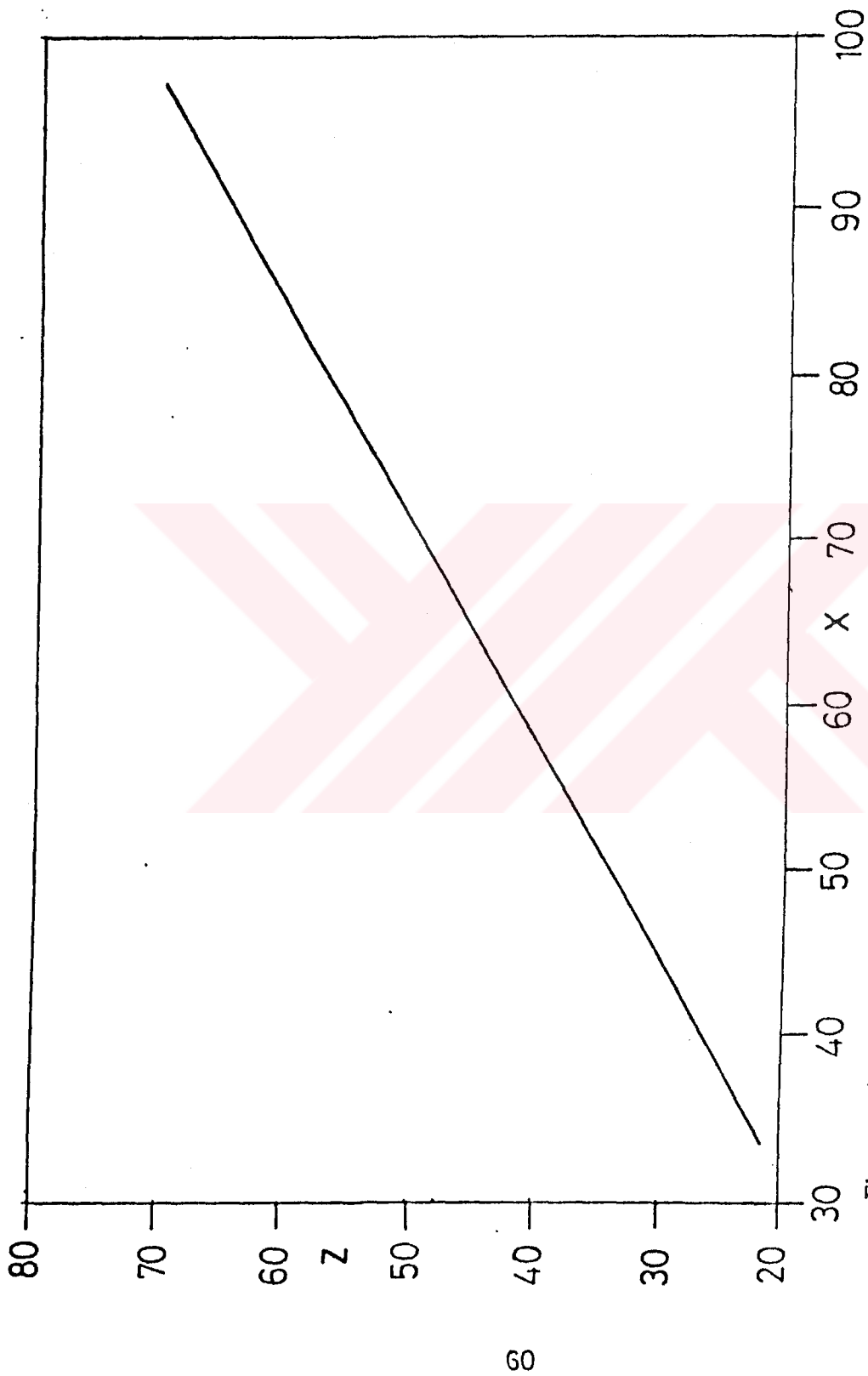


Figure : A.2.1. Relationship between Student Achievement and Teachers' Assessment

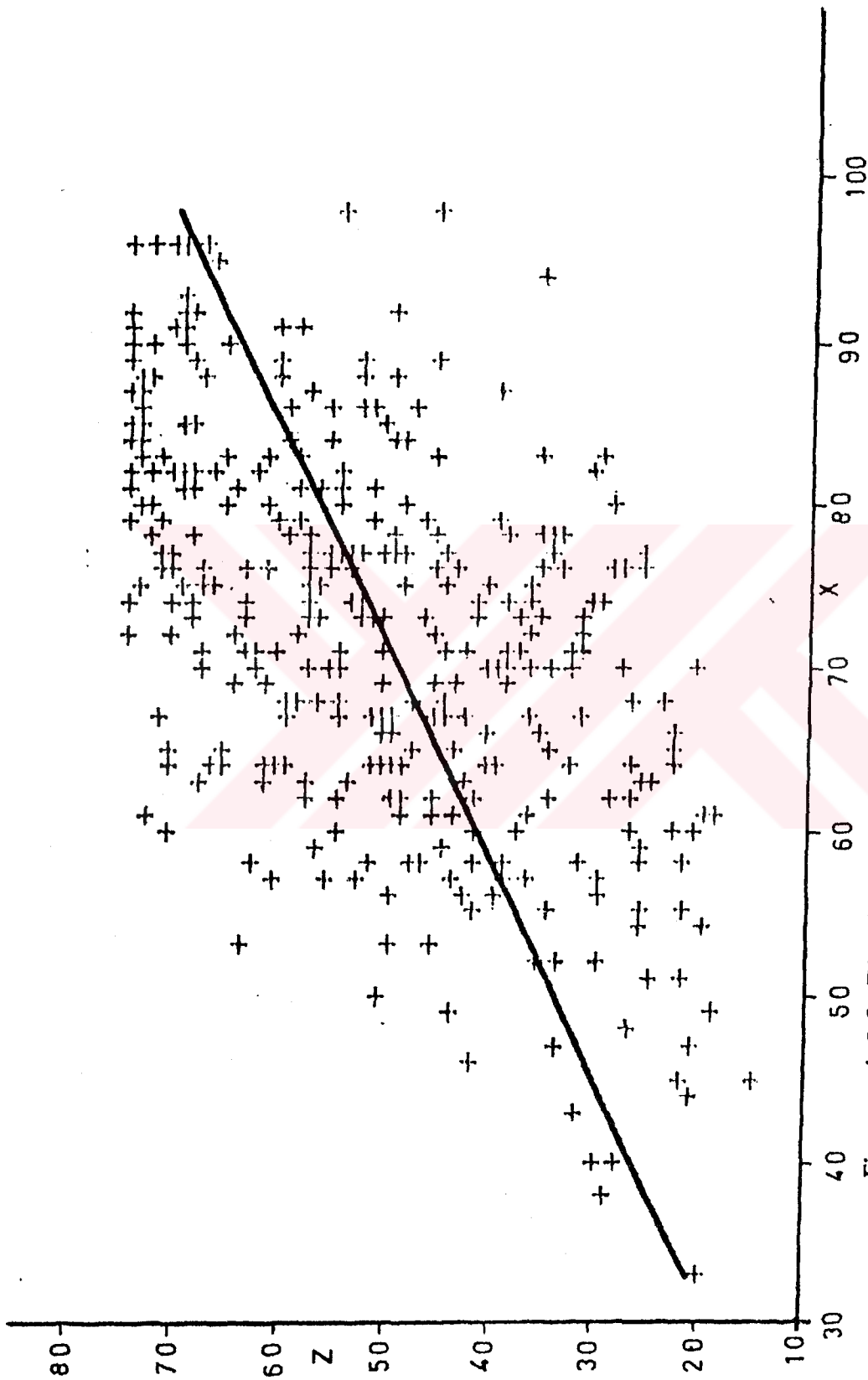


Figure : A.2.2. Distribution of the Scores

X : Students' Achievement , Y : Teachers' Assessment

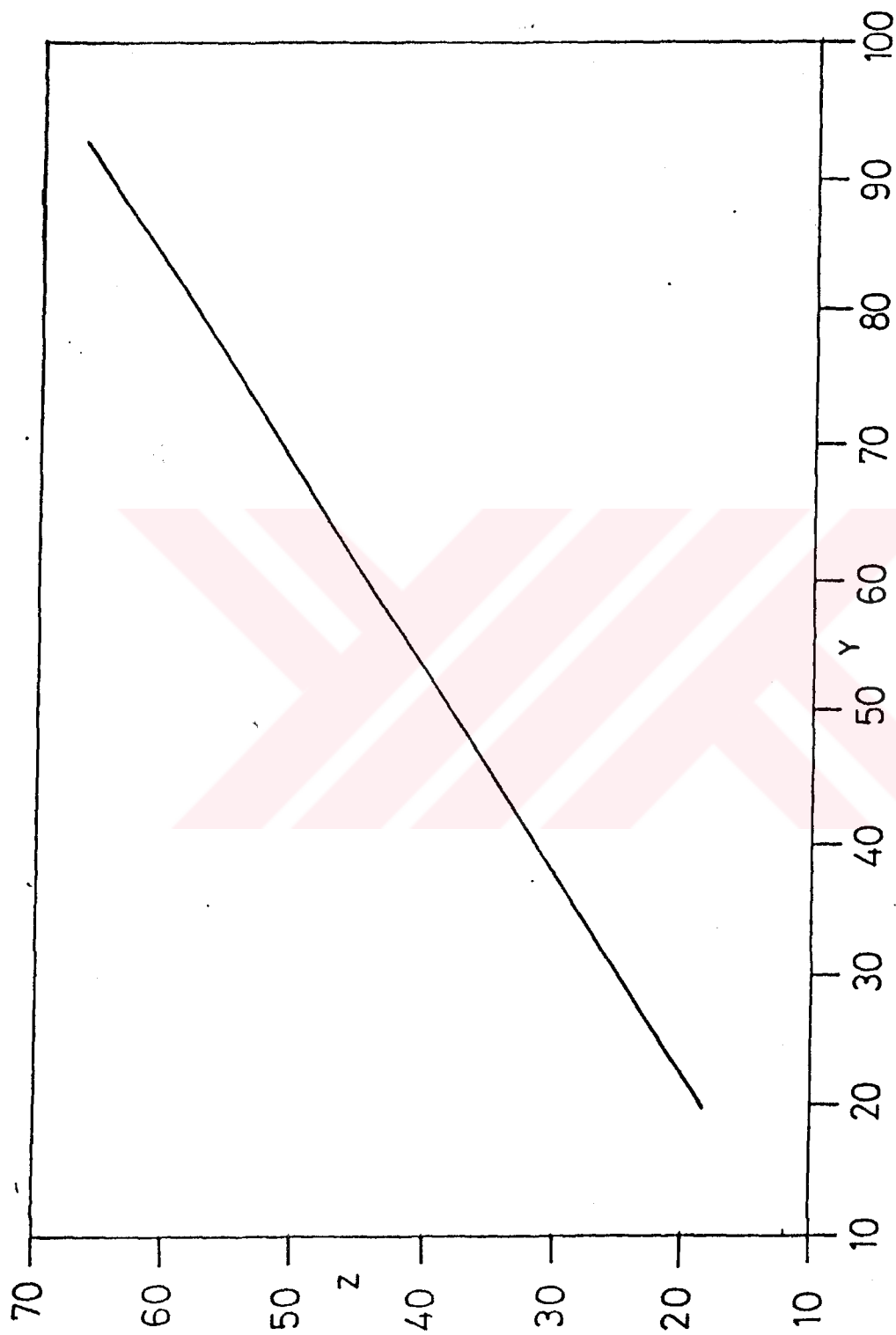


Figure : A.3.1. Relationship between Students' Own Perception and Teachers' Assessment

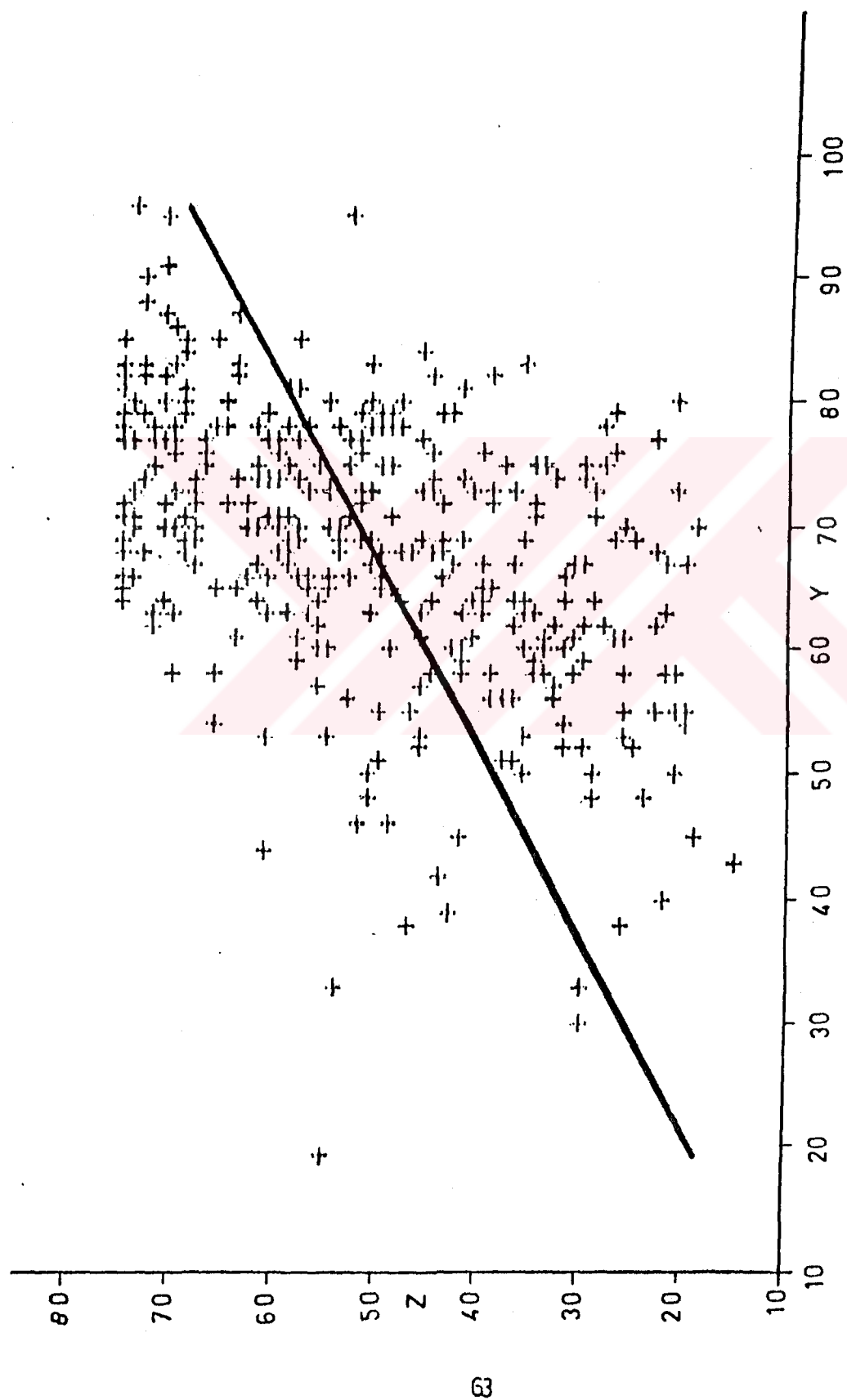


Figure : A.3.2. Distribution of the Score

X : Students' own Perception , Y : Teachers' Assessment

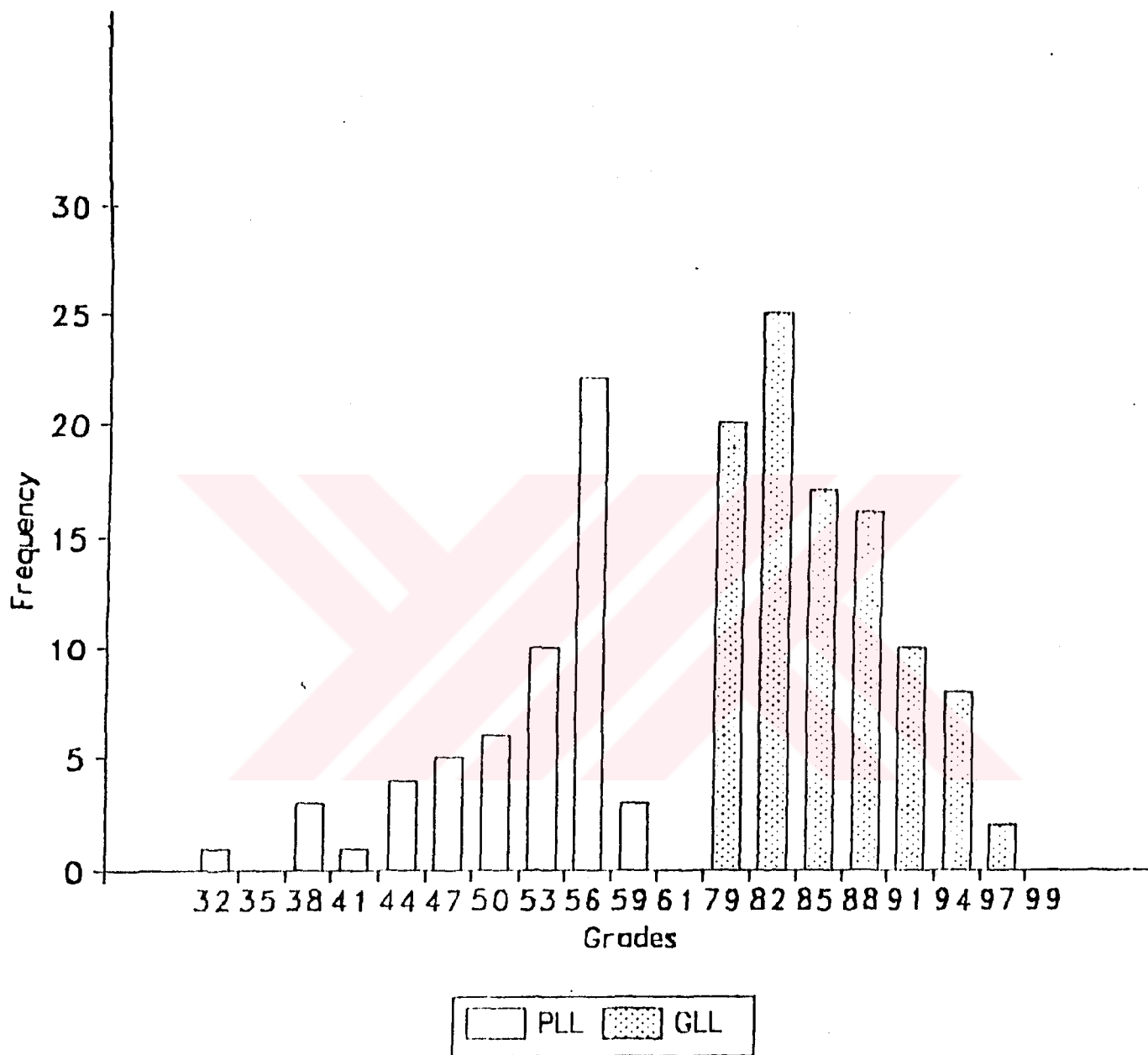


Figure : A.4. Distribution of Grades of the Good Group and the Poor Group

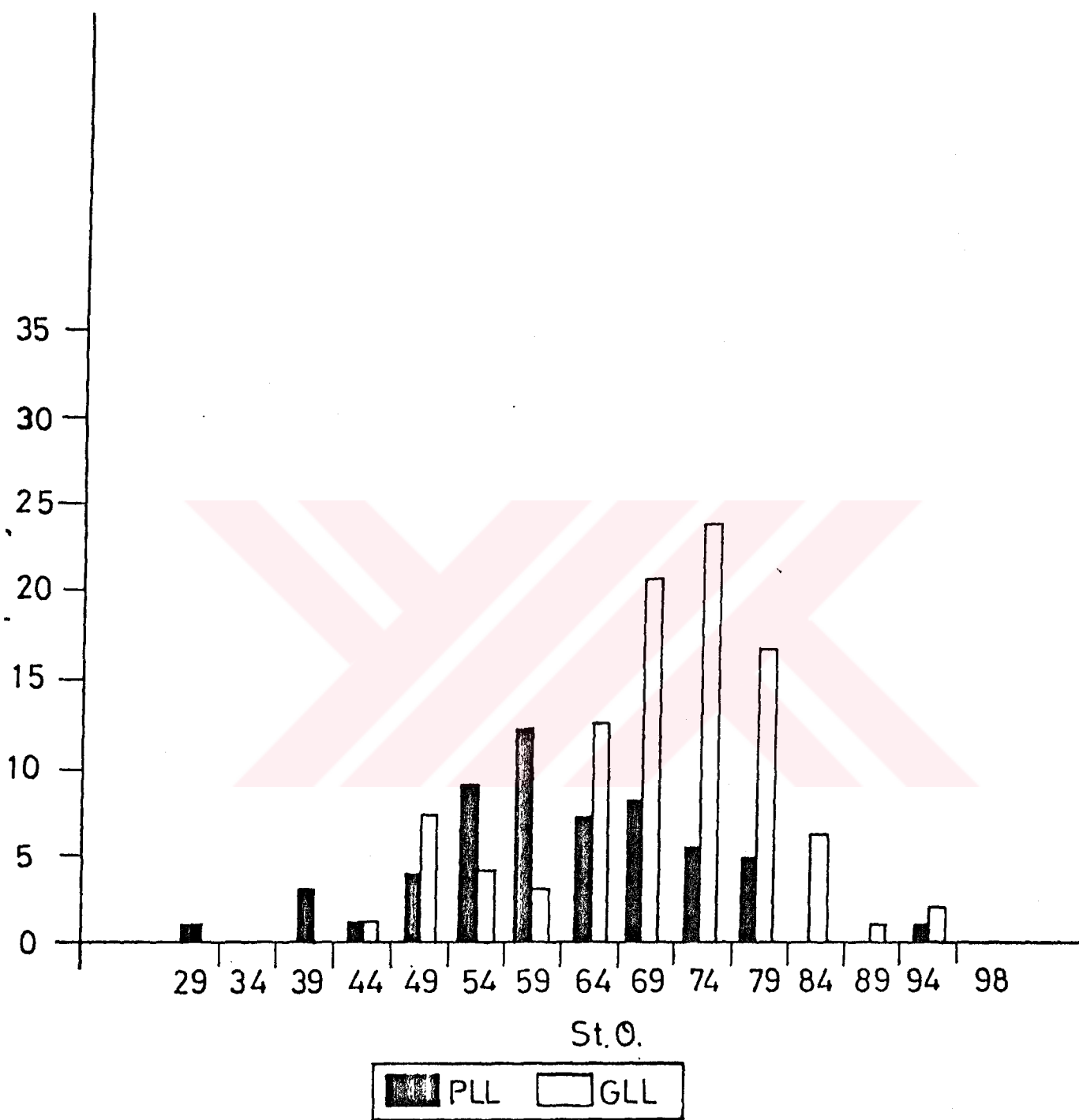


Figure : A.5. Distribution of the Totals of the Questionnaire

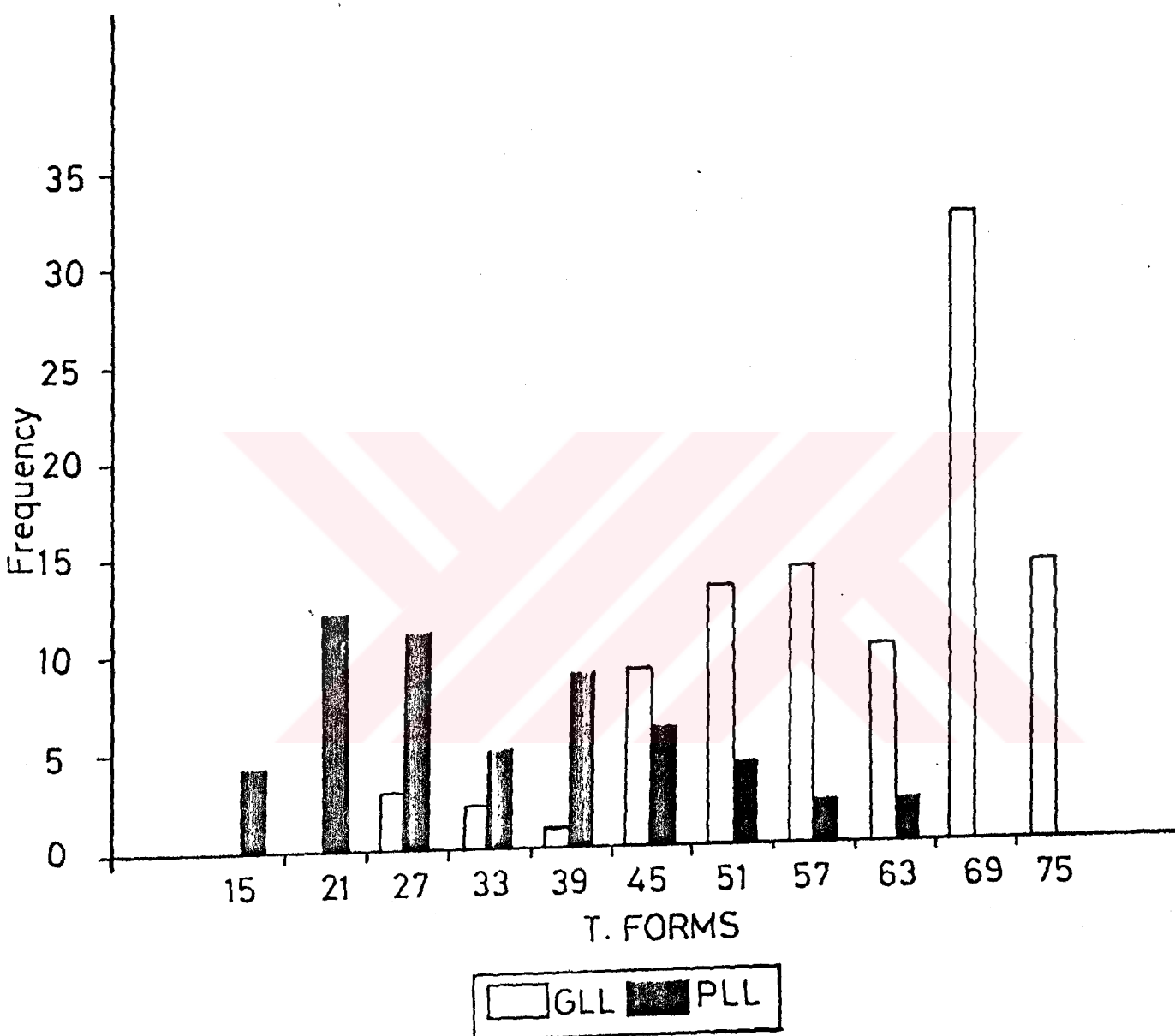


Figure : A.6. Distribution of the Total Scores of Teachers' Assessment

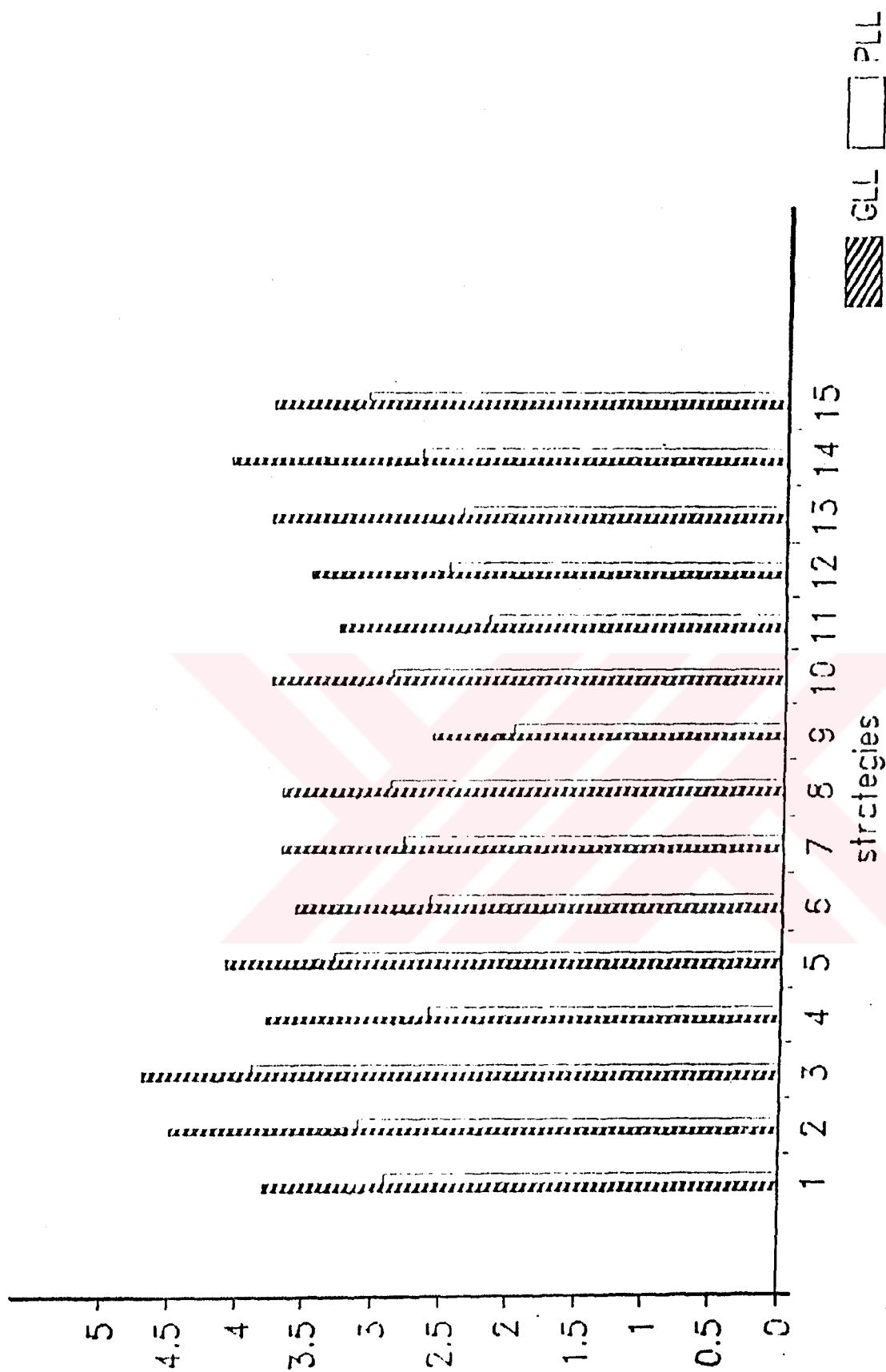


Figure : A.7. Differences in Strategy Use between the Good Group and the Poor Group

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
1	98	73	46
2	98	53	55
3	96	74	68
4	96	78	70
5	96	83	75
6	96	88	73
7	96	71	75
8	96	95	71
9	95	77	67
10	94	83	36
11	93	58	70
12	92	78	50
13	92	72	75
14	92	76	70
15	92	80	69
16	91	86	70
17	91	79	75
18	91	78	59
19	91	53	61
20	91	70	71
21	90	83	70
22	90	66	75
23	90	65	66
24	90	74	73
25	90	81	7

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
26	89	56	53
27	89	66	61
28	89	85	75
29	89	52	46
30	89	85	69
31	88	74	61
32	88	69	68
33	88	79	73
34	88	75	50
35	88	73	74
36	88	77	53
37	87	70	74
38	87	76	40
39	87	77	75
40	87	66	58
41	86	68	48
42	86	96	74
43	86	74	60
44	86	71	53
45	86	64	56
46	86	46	52
47	85	63	70
48	85	65	75
49	85	69	75
50	85	73	51
51	85	84	69
52	85	66	74
53	85	70	74

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
54	84	47	76
55	84	65	50
56	84	75	49
57	84	77	60
58	84	75	56
59	84	80	74
60	84	71	75
61	83	53	36
62	83	52	30
63	83	70	62
64	83	62	72
65	83	53	46
66	83	71	74
67	83	69	59
68	83	85	66
69	82	75	67
70	82	73	70
71	82	19	55
72	82	79	69
73	82	70	63
74	82	82	71
75	82	61	31
76	82	64	76
77	82	82	71
78	82	90	73
83	81	82	75
84	81	79	52

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
85	81	80	65
86	81	80	55
87	81	71	59
88	81	66	57
89	81	77	52
90	80	50	29
91	80	67	62
92	80	70	55
93	80	83	73
94	80	75	62
95	80	58	66
96	80	78	49
97	80	77	74
98	80	54	66
99	79	63	40
100	79	77	72
101	79	63	59
102	79	79	61
103	79	76	52
104	79	69	75
105	79	67	59
106	79	38	47
107	78	70	60
108	78	77	46
109	78	56	39
112	78	68	73
113	78	64	36

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest.(y)	Scores of Student Evaluation form (z)
114	78	81	58
115	78	55	50
116	78	75	34
117	77	74	53
118	77	60	56
119	77	33	54
120	77	66	50
121	77	60	49
122	77	61	26
123	77	63	72
124	77	91	71
125	77	64	45
126	77	70	54
127	77	58	35
128	77	85	58
129	77	66	53
130	77	74	45
131	77	78	51
132	76	73	68
133	76	38	26
134	76	78	72
135	76	62	28
136	76	70	58
137	76	74	62
138	76	61	64
139	76	64	29
140	76	50	36

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
141	76	58	34
142	76	68	44
143	76	68	54
144	76	64	71
145	76	46	56
146	76	84	46
147	75	73	74
148	75	74	68
149	75	77	70
150	75	76	45
151	75	61	58
152	75	61	41
153	75	71	49
154	75	62	37
155	75	76	67
156	75	65	57
157	74	75	53
158	74	67	31
159	74	87	71
160	74	82	75
161	74	73	39
162	74	87	64
163	74	30	30
164	74	77	58
165	74	68	69
166	74	56	37
170	74	58	31

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
171	74	78	75
172	73	72	52
173	73	83	64
174	73	69	36
175	73	54	32
176	73	68	47
177	73	58	42
178	73	64	32
179	73	69	58
180	73	56	38
181	73	81	69
182	73	80	51
183	73	71	53
184	73	73	57
185	72	72	65
186	72	51	37
187	72	63	46
188	72	75	59
189	72	66	32
190	72	69	75
191	72	80	71
192	71	75	38
193	71	60	55
194	71	73	45
195	71	65	64
196	71	77	61
197	71	79	43

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
198	71	60	32
199	71	58	45
200	71	44	61
201	71	58	39
202	71	72	68
203	71	60	43
204	71	56	33
205	71	72	63
206	71	63	51
207	70	62	56
208	70	67	37
209	70	70	68
210	70	73	55
211	70	65	40
212	70	59	58
213	70	66	63
214	70	62	33
215	70	59	35
216	70	75	28
217	70	80	21
218	70	64	41
219	70	57	33
220	70	72	39
221	69	73	46
222	69	65	39
223	69	79	44
224	69	78	65

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
225	69	67	51
226	69	70	62
227	68	68	59
228	68	63	57
229	68	81	59
230	68	69	27
231	68	73	55
232	68	64	48
233	68	48	24
234	68	71	60
235	68	76	45
236	67	66	55
237	67	83	51
238	67	75	72
239	67	78	50
240	67	51	32
241	67	68	45
242	67	39	43
243	67	73	37
244	67	73	52
245	67	68	60
246	67	61	46
247	66	79	50
248	66	62	23
249	66	60	36
250	66	48	51
251	66	73	41

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
252	65	65	66
253	65	77	71
254	65	78	48
255	65	77	23
256	65	72	35
257	65	66	44
258	64	64	62
259	64	61	27
260	64	71	61
261	64	67	50
262	64	50	51
263	64	78	66
264	64	64	41
265	64	67	40
266	64	72	71
267	64	79	49
268	64	74	33
269	64	68	23
270	64	69	52
271	64	76	67
272	64	76	60
273	63	67	43
274	63	74	58
275	63	70	26
276	63	52	25
277	63	78	62
278	63	67	68

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
279	63	69	54
280	63	46	49
281	62	76	27
282	62	68	50
283	62	66	58
284	62	48	29
285	62	81	42
286	62	63	46
287	62	73	29
288	62	71	35
289	62	45	42
290	62	65	55
291	61	65	49
292	61	70	19
293	61	69	46
294	61	64	37
295	61	67	20
296	61	72	44
297	61	82	73
298	60	55	23
299	60	58	21
300	60	55	21
301	60	82	71
302	60	74	42
303	60	51	38
304	60	74	55
305	60	61	27

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
306	59	82	45
307	59	58	26
308	59	78	57
309	58	65	39
310	58	72	52
311	58	63	42
312	58	55	26
313	58	55	47
314	58	58	22
315	58	70	63
316	58	52	32
317	58	80	48
318	57	64	37
319	57	82	39
320	57	57	56
321	57	69	44
322	57	63	61
323	57	95	53
324	57	75	30
325	56	74	30
326	56	59	30
327	56	64	40
328	56	67	43
329	56	33	30
330	56	66	50
331	55	69	42
332	55	55	26

Contd.

APPENDIX B : List Related to Correlational Study

Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
333	55	63	22
334	55	63	35
335	55	67	22
336	54	55	20
337	54	53	26
338	53	51	50
339	53	57	46
340	53	74	64
341	52	62	30
342	52	61	34
343	52	63	36
344	51	69	55
345	51	40	2
346	50	69	51
347	49	45	19
348	49	42	44
349	48	79	27
350	47	60	34
351	47	73	21
352	46	59	42
353	45	43	15
354	45	63	22
355	44	50	21
356	43	60	32
357	40	78	28
358	40	67	30
359	38	71	29
360	33	54	20

APPENDIX C : Lists Related to Mean Study

Good Language Learners			
Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
1	98	73	46
2	98	53	55
3	96	74	68
4	96	78	70
5	96	83	75
6	96	88	73
7	96	71	75
8	96	95	71
9	95	77	67
10	94	83	36
11	93	58	70
12	92	78	50
13	92	72	75
14	92	76	70
15	92	80	69
16	91	86	70
17	91	79	75
18	91	78	59
19	91	53	61
20	91	70	71
21	90	83	70
22	90	66	75
23	90	65	66

Contd.

APPENDIX C : Lists Related to Mean Study

Good Language Learners			
Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
24	90	74	73
25	90	81	75
26	89	56	53
27	89	66	61
28	89	85	75
29	89	52	46
30	89	85	69
31	88	74	61
32	88	69	68
33	88	79	73
34	88	75	50
35	88	73	74
36	88	77	53
37	87	70	74
38	87	76	40
39	87	77	75
40	87	66	58
41	86	68	48
42	86	96	74
43	86	74	60
44	86	71	53
45	86	64	56
46	86	46	52
47	85	63	70
48	85	65	75
49	85	69	75

Contd.

APPENDIX C : Lists Related to Mean Study

Good Language Learners			
Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
50	85	73	51
51	85	84	69
52	85	66	74
53	85	70	74
54	84	77	60
55	84	65	50
56	84	75	49
57	84	77	60
58	84	75	56
59	84	80	74
60	84	71	75
61	83	53	36
62	83	52	30
63	83	70	62
64	83	62	72
65	83	53	46
66	83	71	74
67	83	69	59
68	83	85	66
69	82	75	67
70	82	73	70
71	82	19	55
72	82	79	69
73	82	70	63
74	82	82	71
75	82	61	31

Contd.

APPENDIX C : Lists Related to Mean Study

Good Language Learners			
Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
76	82	64	75
77	82	82	71
78	82	90	73
79	81	68	75
80	81	77	70
81	81	71	69
82	81	70	70
83	81	82	75
84	81	79	52
85	81	80	65
86	81	80	55
87	81	71	59
88	81	66	57
89	81	77	52
90	80	50	29
91	80	67	62
92	80	70	55
93	80	83	73
94	80	75	62
95	80	58	66
96	80	78	49
97	80	77	74
98	80	54	66

APPENDIX C : Lists Related to Mean Study

Bad Language Learners			
Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
306	59	82	45
307	59	58	26
308	59	78	57
309	58	65	39
310	58	72	52
311	58	63	42
312	58	55	26
313	58	55	47
314	58	58	22
315	58	70	63
316	58	52	32
317	58	80	48
318	57	64	37
319	57	82	39
320	57	57	56
321	57	69	44
322	57	63	61
323	57	95	53
324	57	75	30
325	56	74	30
326	57	59	30
327	56	64	40
328	56	67	43
329	56	33	30
330	56	66	50
331	55	69	42
332	55	55	26

Contd.

APPENDIX C : Lists Related to Mean Study

Bad Language Learners			
Subjects	Achievement Grades(x)	Scores of Student Quest. (y)	Scores of Student Evaluation form (z)
333	55	63	22
334	55	63	35
335	55	67	22
336	54	55	20
337	54	53	26
338	53	51	50
339	53	57	46
340	53	74	64
341	52	62	30
342	52	61	34
343	52	63	36
344	51	69	25
345	51	40	22
346	50	69	51
347	49	45	19
348	49	42	44
349	48	79	27
350	47	60	34
351	47	73	21
352	46	59	42
353	45	43	15
354	45	63	22
355	44	50	21
356	43	60	32
357	40	78	28
358	40	67	30
359	38	71	29
360	33	54	20

Appendix D: Students' Evaluation Forms by Teachers

	Gr.
	<i>A willing and accurate guesser</i>
	<i>Has a strong drive to communicate</i>
	<i>Practices</i>
	<i>Willing to appear foolish to make mistakes in order to learn and to communicate</i>
	<i>Prepared to attend to him (constantly looking for patterns)</i>
	<i>Monitors his own and the speech of others</i>
	<i>Attends to meaning</i>
	<i>Performs a good level of competence</i>
	<i>Initiates conversation with his friends</i>
	<i>A good listener</i>
	<i>Seeks additional opportunities to communicate in L2</i>
	<i>Joins pair/group work activities voluntarily</i>
	<i>Actively involves himself in the L.L. task and raises his hand voluntarily</i>
	<i>A hard worker</i>
	<i>Never forgets to bring the necessary materials to the class-room</i>

Gr. 1	A willing and accurate questioner	Has a strong drive to communicate	Practices	Willing to appear foolish in order to learn and to communicate	Prepared to attend to family (or instantly looking for patterns)	Monitors his own and the speech of others	Attempts to meaning	Performs a good level of competence	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins peer group work activities voluntarily	Actively involves himself in the L2 task and raises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5
2	5	5	5	5	4	4	4	5	4	5	4	5	5	5	5
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
7	3	3	4	4	3	3	7	5	4	2	3	4	5	1	5
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
9	4	4	4	2	2	3	4	4	4	3	3	3	4	4	4
10	4	4	4	3	3	3	4	3	3	5	4	4	5	5	5
11	3	3	4	3	2	3	3	4	3	4	3	4	5	4	5
12	2	3	4	3	3	3	2	3	3	1	3	3	5	4	5
13	3	2	3	4	3	2	3	3	3	1	2	3	4	4	4
14	4	5	4	5	3	2	3	4	5	1	2	3	5	4	3
15	1	2	2	1	2	2	2	4	1	5	1	1	4	4	5
16	4	3	4	3	4	2	2	3	3	5	1	2	4	4	5
17	2	2	2	2	2	1	3	3	2	5	2	3	4	4	5
18	1	2	2	3	2	1	2	2	2	3	1	1	2	3	5
19	4	1	3	3	5	2	3	4	1	5	2	1	3	4	5
20	3	3	4	3	4	2	3	4	3	5	2	4	5	5	5
21	2	3	3	3	2	1	2	3	2	5	1	2	4	3	5
22	1	2	2	1	2	1	2	2	2	4	1	4	3	3	5
23	2	2	3	2	1	1	2	2	2	3	1	3	4	4	5
24	1	1	2	2	1	1	2	2	1	5	1	2	4	3	5
25	4	4	5	3	5	2	3	3	5	5	2	3	5	4	5
26	1	1	3	2	3	1	2	2	1	5	1	2	4	4	5
27	1	1	2	2	2	1	1	2	1	3	1	2	3	3	5
28	1	2	3	1	2	1	2	2	1	4	1	3	4	3	5

Gr. 4	A willing and accurate guesser	Has a strong drive to communicate	Practices	Willing to appear foolish to learn and to communicate	Prepared to attend to language (constant looking for patterns)	Writes his own and the speech of others	Attempts to explain	Performs a good level of competence	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins peer-group work activities voluntarily	Actively involves himself in the L2 task and raises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
9	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4
10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
11	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4
12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
15	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
16	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
17	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4
18	3	2	3	2	3	2	3	2	3	3	2	2	3	2	2
19	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
20	3	2	3	3	4	3	4	3	1	4	3	1	4	3	3
21	3	2	2	4	4	2	2	2	2	3	2	2	1	2	2
22	3	3	4	3	5	3	5	2	3	3	3	3	4	3	3
23	2	2	2	2	3	2	4	2	3	3	3	3	3	3	3
24	3	1	2	1	2	2	2	2	2	3	2	2	1	2	2
25	2	1	2	2	2	1	4	1	1	3	2	1	1	2	2
26	1	1	1	1	1	1	1	1	1	2	1	1	1	1	4
27	2	1	2	3	2	1	2	1	2	3	2	1	1	1	4

Gr. 5	A willing and accurate guesser	Has a strong drive to communicate	Practices	Willing to appear foolish in order to learn and to communicate	Prepared to attend to form (constantly looking for patterns)	Rehearses his own and the speech of others	Attempts to maximize	Performs a good level of competence	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins pair/group work activities voluntarily	Actively involves himself in the L.L. task and revises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	4	5	5	5	5	5	5	4	5	5	5	5
2	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5
3	5	5	5	4	5	5	5	5	5	5	5	7	7	5	5
4	5	5	5	5	5	4	5	4	4	4	4	5	5	7	5
5	3	3	4	4	5	2	5	3	3	5	2	7	4	3	5
6	3	3	4	4	3	3	3	3	4	4	4	7	7	3	5
7	3	4	5	5	4	2	5	3	4	3	4	5	5	7	5
8	4	3	3	3	3	3	4	5	4	5	3	4	3	5	5
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	4	5	5	4	5	4	5	4	5	5	5	5	5	5	5
11	4	4	4	4	5	3	5	3	4	4	4	7	4	7	5
12	3	3	3	2	2	2	3	4	3	3	3	3	3	3	5
13	2	2	2	2	2	2	2	3	2	4	1	2	3	3	5
14	2	2	2	2	2	2	2	2	3	4	1	2	3	3	5
15	3	4	4	5	3	3	4	3	4	5	4	4	5	4	5
16	1	2	2	1	1	1	2	4	2	4	2	1	2	2	5
17	2	3	3	1	3	1	4	4	2	4	2	1	3	3	5
18	3	4	4	2	4	3	4	4	4	5	4	4	4	4	5
19	1	1	1	1	1	1	1	1	1	2	1	1	1	1	5
20	1	1	1	1	1	1	2	3	2	2	2	1	2	2	5
21	3	4	4	4	4	4	5	4	4	5	4	4	5	4	5
22	3	4	3	2	3	3	3	3	2	3	2	2	3	3	5
23	2	3	3	3	4	3	4	4	4	5	3	5	4	4	5
24	1	2	1	1	2	1	2	3	1	3	2	1	3	2	5
25	1	3	3	4	3	3	4	3	3	4	3	4	4	3	5
26	1	1	1	1	1	1	1	2	1	3	2	1	2	2	5
27	1	2	2	2	2	1	1	1	1	2	1	1	3	2	5

Gr. 5	A willing and accurate guesser	Has a strong drive to communicate	Phonics	Willing to appear foolish to make mistakes in order to learn and to communicate	Prepared to attend to (or constantly looking for patterns)	Monitors his own and the speech of others	Attempts to maintain	Performs a good level of competence	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins pair/group work activities voluntarily	Actively involves himself in the L.L. task and raises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	1	5	5	5	5	2	5	5	2	5	5	5
2	4	3	3	1	4	3	4	5	3	5	3	2	4	5	5
3	5	5	5	1	5	4	5	5	5	5	5	5	5	5	5
4	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	1	4	5	5	5	5	5	5	4	5	5	5
6	3	4	4	1	4	4	4	5	3	5	3	4	5	5	5
7	4	4	4	1	5	1	5	5	4	5	2	3	5	5	5
8	3	4	4	1	5	1	4	5	4	5	2	3	5	5	5
9	4	3	4	1	5	5	5	5	3	5	3	4	5	5	5
10	4	3	3	1	4	3	5	5	3	5	4	3	5	5	5
11	3	4	4	1	5	4	5	5	3	5	5	2	5	4	5
12	2	2	2	1	3	1	3	5	2	5	2	1	2	5	5
13	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5
14	1	1	1	1	2	1	2	3	2	3	1	2	2	2	5
15	2	2	2	1	3	1	3	3	2	3	1	2	2	2	5
16	1	1	1	1	1	1	1	2	1	2	1	1	1	1	5
17	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5
18	1	1	1	1	1	1	1	2	1	2	1	1	2	1	5
19	2	3	3	1	4	3	4	4	3	5	2	2	4	3	5
20	2	4	4	3	4	5	4	4	3	5	5	4	5	4	5
21	4	3	3	1	4	1	4	5	2	5	1	1	2	5	5
22	1	1	1	1	3	2	3	3	2	2	1	1	2	2	5
23	1	1	1	1	1	1	1	2	1	3	1	1	1	1	5
24	1	1	1	1	1	1	1	2	1	2	1	1	1	1	5
25	1	2	2	1	2	2	2	4	2	3	2	2	2	1	5
26	1	1	1	1	1	1	1	1	1	2	1	1	1	1	5

Gr. 7	A willing and accurate guesser	Has a strong drive to communicate	Practices	Willing to appear foolish to make mistakes in order to learn and to communicate	Prepared to attend to form (constant) looking for	Monitors his own and the speech of others	Attempts to meaning	Performs a good level of compliance	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins pair/group work activities voluntarily	Actively involves himself in the L2 task and raises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	4	5	1	3	4	5	5	5	5	6	4	5	5	5
2	5	5	5	1	2	5	5	5	5	5	5	5	5	5	5
3	1	3	4	2	4	4	4	4	4	5	4	4	4	5	5
4	6	5	4	3	4	4	4	4	5	5	4	4	5	4	3
5	4	4	3	3	4	2	4	3	4	4	4	4	4	3	2
6	4	4	3	2	3	2	4	4	4	4	4	4	3	4	4
7	4	4	4	2	5	3	4	4	5	4	4	5	4	4	4
8	5	5	5	2	5	4	4	5	5	4	5	5	5	5	5
9	4	4	4	3	4	2	4	4	5	5	4	5	4	4	4
10	6	4	5	2	4	3	4	4	5	4	4	5	4	4	4
11	4	3	3	3	3	3	4	4	4	5	3	4	3	4	3
12	4	3	4	2	4	3	4	4	4	5	3	4	3	4	5
13	3	3	3	2	4	2	3	3	3	5	3	3	3	3	3
14	2	3	2	2	4	2	3	3	2	1	2	3	2	2	4
15	4	4	5	3	2	4	4	4	4	3	4	5	4	4	3
16	3	3	4	2	4	4	4	4	4	3	4	4	3	4	5
17	2	3	3	3	3	3	4	3	3	5	2	3	2	3	3
18	3	3	4	2	4	3	3	3	3	3	2	3	3	4	4
19	2	3	3	2	4	3	3	3	3	4	2	3	3	3	3
20	3	3	3	3	3	3	4	4	4	3	4	4	4	3	3
21	2	2	2	2	4	2	3	2	3	2	2	2	2	2	3
22	3	3	4	2	4	2	4	3	3	3	3	3	3	4	5
23	3	3	4	2	3	3	4	4	4	5	3	4	3	3	3
24	3	3	4	2	3	3	4	4	3	4	2	3	2	4	3
25	2	3	3	2	4	2	3	2	3	4	2	3	1	3	3
26	1	2	2	1	3	2	2	2	2	3	1	2	2	2	3
27	2	3	3	2	5	2	3	2	3	3	2	3	3	3	3
28	2	1	2	1	3	1	2	2	1	3	1	2	2	2	2
29	1	1	2	1	3	1	1	1	1	2	1	1	1	2	2
30	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
31	1	1	3	1	4	2	2	2	1	1	1	2	2	3	2

Gr 8	A willing and accurate guesser	Has a strong drive to communicate	Imitates	Willing to appear foolish to make mistakes in order to learn and to communicate	Prepared to attend to fun (constant) looking for patterns	Monitors his own and the speech of others	Attempts to mimic	Performs a good level of competence	Initiates conversation with his friends	A goal listener	Seeks additional opportunities to communicate in L2	Joins pair/group work activities voluntarily	Actively involves himself in the L2 task and raises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
2	4	2	4	4	5	3	5	4	3	5	2	2	3	5	5
3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
4	5	5	5	5	5	4	5	5	4	5	4	5	5	5	5
5	5	4	5	4	5	5	5	5	4	5	4	5	5	5	5
6	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
7	5	7	5	3	5	4	4	4	5	5	5	5	5	7	5
8	4	4	5	5	5	4	3	4	4	5	4	5	5	5	5
9	3	3	3	3	3	3	4	4	4	4	3	3	5	5	5
10	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5
11	4	3	3	3	4	3	4	3	3	4	3	3	3	3	5
12	3	2	3	3	3	3	3	3	2	3	3	3	3	3	5
13	3	3	3	3	4	3	4	4	4	4	4	4	4	3	5
14	3	2	2	2	3	3	3	3	3	2	2	2	2	2	5
15	3	3	3	4	7	4	4	3	3	4	3	4	5	3	5
16	3	3	3	2	3	3	4	3	3	3	3	4	3	3	5
17	3	3	3	2	4	3	3	3	3	4	3	4	7	3	5
18	3	4	4	3	5	7	4	4	4	4	4	5	5	4	5
19	3	3	2	2	3	3	3	3	3	4	3	3	3	3	5
20	3	3	3	3	4	3	2	2	3	5	3	4	3	3	5
21	3	3	3	3	4	3	2	3	3	5	3	4	3	4	5

Gr. 3	A willing and accurate guesser	Has a strong drive to communicate	Practices	Willing to appear foolish to make mistakes in order to learn and to communicate	Prepared to attend to form (constantly looking for patterns)	Repeats his own and the speech of others	Attempts to mimic	Performs a good level of competence	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins peer group work activities voluntarily	Actively involves himself in the L2 task and raises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	3	4	5	3	4	5	5	5	5	5	5	5
2	3	3	5	3	3	3	4	3	4	3	3	4	4	3	5
3	3	4	5	3	3	3	3	3	3	4	4	7	7	5	5
4	3	4	5	1	3	3	3	3	3	3	3	3	3	5	5
5	4	3	4	3	3	3	1	4	3	3	3	3	3	7	5
6	4	4	5	3	3	3	2	4	3	3	4	4	4	4	5
7	4	4	4	1	3	3	3	3	4	4	4	4	5	5	5
8	4	4	5	3	3	4	2	4	3	4	4	4	4	4	5
9	3	4	4	2	2	2	2	3	2	3	3	3	5	5	5
10	2	2	2	1	1	1	1	2	1	2	2	1	2	3	5
11	3	3	3	2	2	2	2	3	3	3	4	4	3	4	5
12	3	4	3	3	2	2	2	3	2	3	4	2	2	3	5
13	2	2	4	1	1	1	2	2	2	2	2	2	1	2	5
14	4	4	4	2	3	3	3	3	3	4	3	4	4	4	5
15	4	4	3	1	4	3	2	4	4	4	4	2	3	3	5
16	3	3	2	1	2	2	3	2	2	3	2	2	2	3	5
17	2	3	2	1	2	2	3	2	2	3	2	2	2	3	5
18	2	3	3	1	3	2	3	3	3	2	1	1	2	2	5
19	1	2	1	1	2	1	1	2	3	3	3	3	3	3	5
20	2	3	3	2	3	2	2	2	1	2	1	1	1	2	5
21	2	2	3	2	2	2	2	2	3	3	3	4	4	4	5
22	1	1	1	1	1	1	1	1	2	2	2	3	2	2	5
23	1	1	1	1	1	1	1	1	1	2	1	1	2	2	5
24	1	1	2	1	1	1	1	1	2	2	1	1	2	3	5
25	1	2	3	2	2	2	2	1	2	2	1	2	2	3	5
26	2	3	3	2	2	2	2	2	2	3	2	2	2	3	5
27	3	4	4	3	3	3	3	3	3	3	3	3	3	3	5
28	3	4	3	3	3	3	3	3	3	3	2	2	2	3	5
29	1	1	1	1	1	1	1	1	1	2	2	2	1	1	5

Gr. 11	A willing and accurate presser	Has a strong drive to communicate	Practices	Willing to appear foolish to make mistakes in order to learn and to communicate	Prepared to attend to form (constantly looking for patterns)	Monitors his own and the speech of others	Attends to meaning	Performs a good level of competence	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins pair/group work activities voluntarily	Actively involves himself in the L.L. task and makes his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	1	4	5	5	5	5	5	5	5	5	5	5
2	5	5	5	1	4	5	5	5	5	5	5	5	5	5	5
3	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5
4	3	2	3	3	2	5	4	4	4	4	3	4	3	3	3
5	3	2	3	2	2	3	4	4	4	4	4	4	4	4	4
6	4	5	5	2	4	4	5	5	5	5	5	5	5	5	5
7	3	4	5	5	4	4	4	4	4	4	4	4	4	4	4
8	4	5	5	1	4	5	5	5	5	5	5	5	5	5	5
9	4	3	4	2	3	3	4	5	4	5	4	4	3	4	5
10	4	4	4	1	4	4	5	5	5	5	5	5	5	5	5
11	2	5	5	4	5	5	5	5	5	5	5	5	5	5	5
12	2	1	1	1	1	1	3	3	2	5	4	2	1	4	5
13	5	4	5	1	4	5	5	5	5	5	5	5	5	5	5
14	3	3	3	1	3	3	5	5	3	5	3	4	3	5	5
15	4	4	3	1	3	4	5	5	5	5	5	5	5	5	5
16	1	1	1	1	2	1	5	5	1	5	1	2	1	5	5
17	2	3	2	2	3	3	5	3	4	5	3	4	3	5	5
18	2	1	1	1	1	2	5	4	3	5	1	1	1	3	5
19	1	1	1	4	2	1	2	2	2	3	2	1	1	1	4
20	2	2	2	1	2	3	3	3	4	5	3	1	1	5	5
21	1	1	2	4	3	1	3	1	1	3	1	1	1	2	5
22	2	3	3	2	3	3	4	4	5	5	3	3	4	5	5
23	3	4	4	2	5	5	5	4	5	5	4	5	5	5	5
24	1	1	1	2	2	1	2	1	1	4	1	1	1	3	5
25	2	3	3	1	1	2	3	3	3	5	3	3	3	4	5
26	1	1	1	4	5	1	3	3	4	5	2	4	1	5	5
27	3	4	5	3	5	3	4	3	4	5	5	5	5	5	5

Gr. 12	A willing and accurate guesser	Has a strong drive to communicate	Practices	Willing to appear foolish, to make mistakes in order to learn and to communicate	Prepared to attend to form (constantly looking for patterns)	Reveals his own and the speech of others	Attempts to mixing	Performs a goal level of competence	Initiates conversation with his friends	A goal listener	Seeks additional opportunities to communicate in L2	Joins partner work activities voluntarily	Actively involves himself in the L2 task and raises his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	3	5	5	5	4	3	5	2	5	2	3	3	5	5
2	5	5	5	5	5	4	4	5	5	5	4	5	5	4	5
3	4	5	5	5	5	5	4	5	5	5	4	5	5	5	5
4	3	5	5	5	3	3	3	2	2	2	2	2	2	3	3
5	3	3	4	4	4	4	4	3	3	5	2	3	2	5	4
6	4	3	4	5	5	4	5	4	2	5	2	3	2	5	5
7	4	5	5	5	5	5	4	5	5	5	5	5	5	5	4
8	4	3	4	4	5	4	3	5	4	5	4	5	5	4	4
9	5	4	5	5	4	3	4	4	3	5	3	4	4	4	5
10	3	5	4	4	4	4	4	4	4	5	4	5	5	5	5
11	3	4	4	4	5	4	5	5	4	5	4	5	5	5	5
12	5	5	4	5	5	5	3	5	5	5	4	2	3	4	3
13	5	5	5	5	3	3	3	3	3	3	2	2	2	3	4
14	4	5	4	5	4	4	3	4	2	5	3	3	3	5	5
15	4	4	4	5	4	5	2	4	2	5	2	3	3	5	5
16	5	4	4	5	3	2	4	5	2	3	1	1	1	2	3
17	3	3	4	4	4	5	4	5	2	5	2	2	2	5	5
18	3	3	4	4	4	4	3	3	2	5	2	3	2	4	5
19	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4
20	4	5	4	5	5	5	5	4	4	5	5	5	5	5	5
21	3	4	3	4	3	2	3	3	4	3	3	3	4	3	4
22	3	4	3	3	4	3	4	2	3	5	2	3	4	4	5
23	4	4	4	4	5	4	4	4	4	4	3	4	4	4	4
24	3	4	4	5	2	4	3	3	4	4	3	4	4	3	4
25	2	2	2	3	2	1	2	2	1	2	2	2	1	2	3
26	2	2	2	3	4	3	3	2	2	3	2	2	4	4	4
27	3	3	2	3	2	3	3	1	1	4	1	2	2	4	5
28	2	2	3	3	2	1	2	1	2	1	1	2	1	3	3

Gr. 13	A willing and accurate questioner	Has a strong drive to communicate	Practices	Willing to appear foolish to make mistakes in order to learn and to communicate	Prepared to attend to form (even if looking for patterns)	Articulates his own and the speech of others	Attempts to meaning	Performs a good level of competence	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate in L2	Joins peer group work activities voluntarily	Actively involves himself in the L2 task and initiates his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	5	5	5	5	4	4	5	4	4	5	5	5
2	5	5	5	5	4	4	5	5	5	4	5	5	5	4	4
3	4	4	4	4	5	4	5	4	4	4	4	3	4	4	4
4	4	3	4	3	4	4	4	4	4	5	3	5	4	5	5
5	3	4	4	4	4	4	4	3	4	4	3	5	4	5	5
6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4
7	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5
8	4	5	5	5	4	4	4	5	4	4	4	5	4	5	5
9	5	5	4	4	5	3	4	4	4	5	3	5	4	5	5
10	3	4	5	5	4	3	3	3	3	5	3	4	3	3	5
11	4	3	4	4	4	4	3	3	4	5	3	4	4	4	5
12	2	2	2	3	2	2	3	2	2	1	1	2	1	2	3
13	4	4	4	4	4	4	4	3	3	5	3	3	4	4	5
14	3	3	4	3	3	3	3	3	3	3	2	3	3	3	4
15	4	5	5	4	4	4	4	3	4	4	3	4	4	4	5
16	3	3	3	2	2	2	3	3	2	3	2	3	3	2	4
17	4	4	4	3	4	3	4	4	3	4	2	4	3	4	5
18	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5
19	2	2	3	2	3	2	3	2	1	4	2	2	2	3	5
20	4	4	4	4	4	3	4	3	4	3	2	4	3	3	4
21	4	4	3	3	3	2	2	3	2	2	2	3	2	2	3
22	2	2	2	2	3	2	2	2	1	3	2	1	2	3	5
23	1	2	2	2	3	2	3	2	2	3	2	3	2	3	4
24	2	2	3	3	3	3	3	2	2	4	2	3	3	4	5
25	2	3	3	2	3	2	3	3	2	3	2	3	3	3	5

Gr. 14	A willing and accurate pioneer	Has a strong drive to communicate	Participates	Willing to appear foolish to make mistakes in order to learn and to communicate	Prepared to attend to fun (recreationally looking for patterns)	Reveals his own and the speech of others	Attempts to meaning	Perform a good level of comprehension	Initiates conversation with his friends	A good listener	Seeks additional opportunities to communicate	Joins peer group work activities voluntarily	Actively involves himself in the L.L. task and initiates his hand voluntarily	A hard worker	Never forgets to bring the necessary materials to the class-room
1	5	5	5	5	5	1	5	5	5	5	5	1	1	1	1
2	2	4	4	3	3	1	4	4	3	4	2	5	5	1	1
3	5	5	5	5	5	1	5	5	5	1	5	1	1	1	1
4	3	3	5	4	5	1	5	4	3	5	5	1	1	1	1
5	3	3	5	3	3	1	5	4	3	3	3	1	1	1	1
6	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5
7	2	3	3	2	2	1	3	4	2	2	2	1	1	1	1
8	2	2	2	2	4	1	3	4	1	5	1	1	1	1	1
9	3	2	2	2	2	1	2	4	1	5	1	1	1	1	1
10	3	3	3	3	4	3	3	5	2	5	2	1	1	1	1
11	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5
12	3	3	4	3	3	2	3	2	3	3	3	1	1	1	1
13	3	3	3	3	2	1	4	3	2	3	3	1	1	1	1
14	4	5	5	5	2	3	3	3	5	5	5	5	5	5	5
15	4	3	4	5	4	3	4	3	5	5	5	1	1	1	1
16	3	3	3	3	3	1	3	3	2	3	3	1	1	1	1
17	2	1	2	5	1	1	1	1	1	1	1	1	1	1	1

APPENDIX E

Gaziantep Üniversitesi, Hazırlık Okulu Öğrencilerinin

Sınıf İçi Davranışlarını Saptamaya Yönelik Anket

Değerli Öğrenci,

Bu anket, Hazırlık sınıfı öğrencilerinin sınıf içi davranışlarını saptamayı amaçlamaktadır. Sorulara vereceğiniz tüm yanıtlar yalnızca bu çalışmanın amaçlarına dönük olarak kullanılacağından cevaplama kaygısız olunuz ve seçeneklerden duygu yada düşüncelerinize en uygun olanı seçiniz.

Yardımlarınız için teşekkür eder, gelecek çalışmalarınızda başarılar dilerim.

Hayal KÖKSAL
Gaziantep Üniversitesi
Yabancı Diller Bölümü

İsim :
Sınıf :

ANKET

Aşağıda sizlerin sınıf içi davranışlarınızı saptamaya yönelik bir dizi ifade bulacaksınız. Bu ifadelerin altındaki seçeneklerden sizce en uygun olanının yanındaki boşluğa, (x) işareti koyunuz. Teşekkürler.

Hayal KÖKSAL

1. Okuduğum yada işittiğim kelimeleri anlamadığım zaman ipuçlarından yararlanarak tahmin etmeye çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

2. İngilizceyi kullanmak için her türlü fırsattan yararlanmaya çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

3. İngilizceyi iyi bir şekilde öğrenmek için çok hevesliyim.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

4. Dilimi geliştirmek için sürekli çalışıp pratik yapmak gerektiğine inanıyorum.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

5. Hata yapıp sınıf içinde gülüşmelere neden olsa bile bir takım riskleri göze alıp; dili öğrenip kullanmaya çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

6. Anlamadığım şeyleri öğretmenime sorarım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

7. Dildeki yapıyı anlamaya çALIŞIRIM.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

8. Dili düzgün ve doğru kullanmaya gayret eder, hatalarımı farkedip, onlardan yararlanırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

9. Arkadaşlarımla hatalarını bulup düzeltmeye çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

10. Değişik yaklaşımlarla kelime ve yapılarının anlamlarını öğrenmeye çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

11. Öğrendiğim her türlü bilgiyi kullanmaya çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

12. İngilizceyi ana dilim gibi; ses tonu ve vurgulamasına dikkat ederek konuşmaya çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

13. Arkadaşlarımla olan (pair-work) çalışmalarını ben başlatırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

14. Dersi çok iyi dinlerim.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

15. Dili ilerletmek için; İngilizce filmler izler, radyo dinler yada İngilizce yazılmış dergi, kitap vb. materyalleri okurum.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

16. Grup yada eş çalışmalarına istekle katılırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

17. Sınıf içi çalışmalarına severek katılır ve parmak kaldırırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

18. İngilizceyi öğrenmek için gayret eder ve çok çalışırım.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

19. Ders araçlarını (Kitap, sözlük, ...) düzenli olarak sınıfa getiririm.

- ☐ a. Hiçbir zaman
- ☐ b. Nadiren
- ☐ c. Bazen
- ☐ d. Genellikle
- ☐ e. Her zaman

T. C.
Yükseköğretim Kurulu
Dokümantasyon Merkezi